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ABSTRACT

The Oshkosh Career Development Guide provides a framework on which to build a career development program. The first 20 pages of the document include an introduction, a diagram of the career development model, a career development scope and sequence model chart, and a brief description of the program's three components: self, the world of work, and career planning and preparation. The remaining 112 pages comprise lesson plans, presented under the first two headings for grades K-3, and under all three headings for grades 4 and 5. Each lesson is based on a general concept and objective, further divided into behavioral objectives with accompanying suggested learning activities, resources and materials, and evaluation procedures to be used by the teacher. The document concludes with a local resource guide, a glossary of career education terms (K-12), sample teacher worksheet and evaluation forms, and resource materials evaluation forms. (BP)

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CAREER

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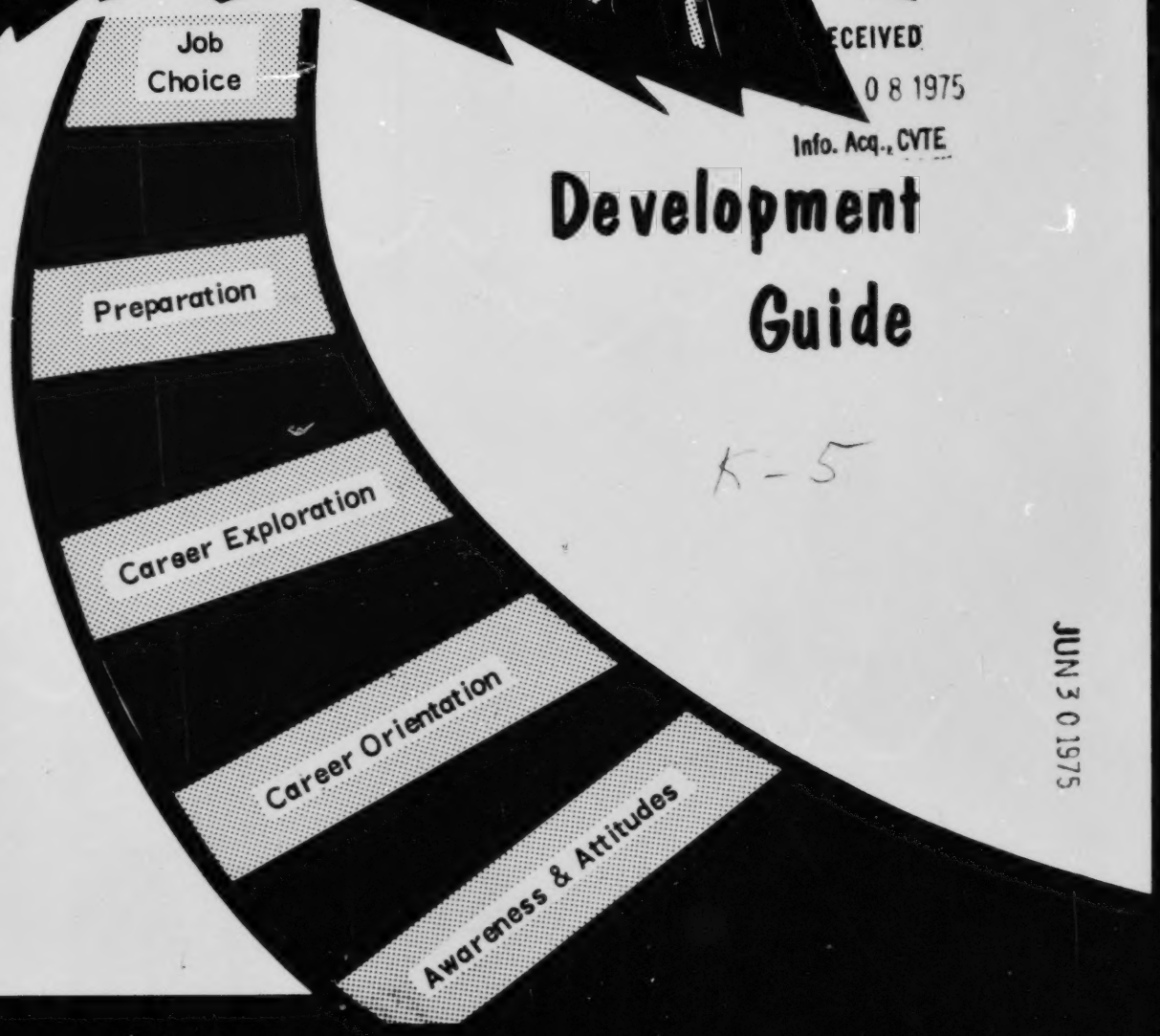

Development Guide

note: Draft copy of this is VT015356

K-5

Oshkosh Area Public Schools

JUN 30 1975

CAREER DEVELOPMENT GUIDE

GRADES K-5

Oshkosh Area Public Schools

January 1973

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Pages ix through xxi have been duplicated from the Wisconsin Department of Public Instruction Guide for Implementing Career Development with Local Curriculum.

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Oshkosh Area
Public Schools
215 S. EAGLE STREET
OSHKOSH, WISCONSIN 54901

PREFACE

Currently, public concern is focused on the inadequate attention schools are giving to the career development needs of youth. Educators are beginning to appreciate the need for developmental programs of career awareness and exploration activities for all students at all levels. Too often programs to facilitate career development have been ad hoc and incidental rather than carefully planned programs composed of logically organized, sequential learning experiences.

Responding to the career development needs of youth through effective programs is the responsibility of all educational personnel at all levels. Meeting this task will require that career development be assigned a high level priority and be approached in a manner commensurate with other major educational goals. The Oshkosh Career Development Guide provides an excellent framework on which to build a meaningful career development program. It offers an effective basis for encouraging the involvement and commitment of all school personnel in the implementation of its goals and objectives. The Guide is a positive response to public concern and has the potential of being a major force in making education relevant for today and tomorrow.

Norman C. Gysbers
Professor of Education
University of Missouri

INTRODUCTION

"No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another - - - all things will be produced in superior quantity and quality and with greater ease, when each man works at a single occupation in accordance with his natural gifts."

Plato

"- - - we must decide what manner of men we wish to be and what calling in life we would follow; and this is the most difficult problem in the world."

Cicero

The age of the two quotes listed above speaks of the concern that man has had over the years regarding a suitable vocational choice. Over these years, various writers have delineated differing theories of vocational choice. From these theories a common note appears: that is, that vocational choice is complex and does not simply take place suddenly, out of the clear blue sky. Rather, it involves a developmental process over a period of years, and primarily during the years spent in school. Certainly, educators have been made aware of this fact and efforts have been expended in an attempt to provide guidance in vocational choice. However, these efforts have often lacked coordination and a systematic approach. Some students have received information necessary to the process of vocational development, others not. Some students are engaged in career education activities during one semester but not during the next. Some teachers have embraced career education and some have disdained its use. It is just such concerns that the concept of career education attempts to alleviate. Career education is a planned approach to providing the necessary concepts, facts, and activities to all students in a sequential and continuous format during their school years, K-12. This guide, which all educators in the Oshkosh Area Schools can use in their curriculum planning, is just that - a guide. It is not a recipe book, but

in fact is written so that any teacher may exercise his individual training, experience and creativity in determining the thrust of career education in his classroom. This is not to say that it lacks in content. Its contents are rich in basic concepts related to career development, goals to strive for, activities to assist in the achievement of these goals, and evaluation techniques. It is a comprehensive document, and, as a result of the current emphasis on relevancy, wherein each school system is challenged with the responsibility to provide continuous sequential career education opportunities for all students, one which can be of tremendous value to all educators in the Oshkosh Area Schools. One last word. The results of a program of career education are not easily evaluated. Unlike a single unit or even a semester's work, the effect of career education cannot be measured over a short span of time. Rather, the effects will become evident only after the plan has been implemented over a period of years. It requires faith and patience, but the satisfaction of future citizens in their lives is worth the wait.

Joseph Mezanno, Ph. D.
Counselor Education
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Lois Florek . . . . . Jacob Shapiro Elementary
Mary Gee . . . . . High School
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Charles Kleveno . . . . . Dale Elementary
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John Krumm . . . . . High School
Glenn Miller . . . . . Webster Stanley Middle School
Mary Muetzel . . . . . Tipler Middle School
Jerome Polsin . . . . . Merrill Middle School
Susan Pieper . . . . . South Park Middle School
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Elizabeth Gross . . . . . Lincoln Elementary
Mary Henning . . . . . West High School
Henry Knaus . . . . . North High School
Tom Lynch . . . . . West High School
Glenn Miller . . . . . North High School
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Ken Roob . . . . . Read Elementary
Lorraine Sams . . . . . Green Meadow Elementary
David Schallhorn . . . . . Lincoln Elementary
Vicki Setzer . . . . . Franklin Elementary
Karen Spanbauer . . . Webster Stanley Middle School
Garth Spees . . . . . West High School
Harold Schumerth . . . . . West High School
Carol Stewart . . . . . Read Elementary
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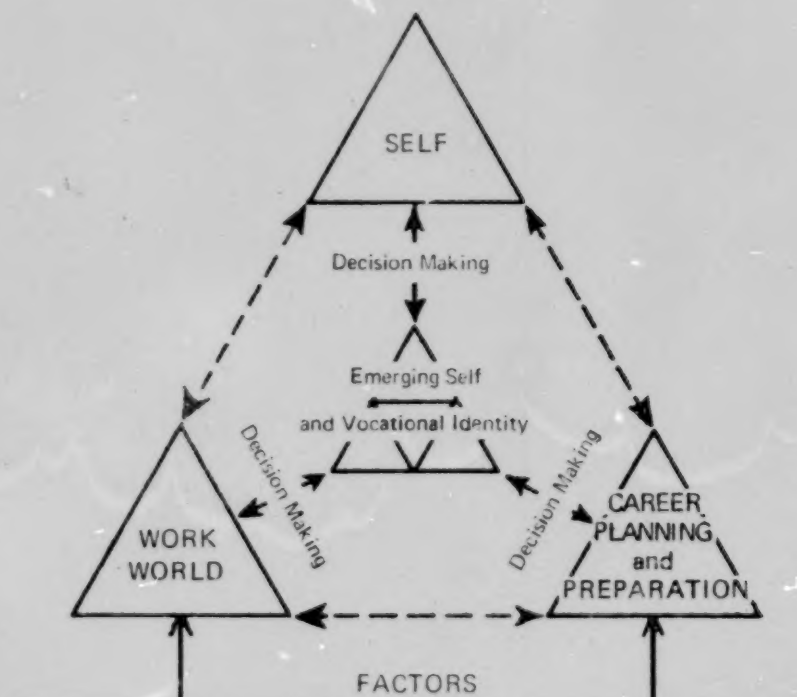
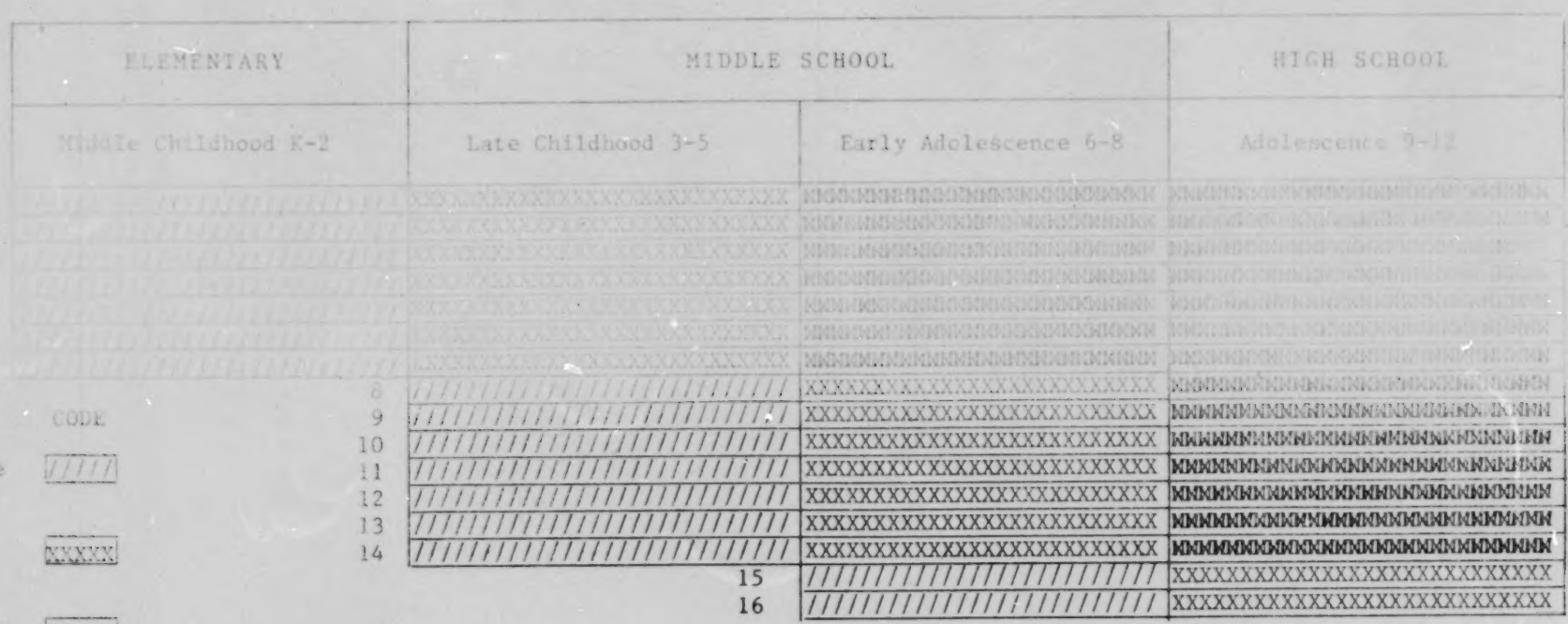
CAREER DEVELOPMENT MODEL

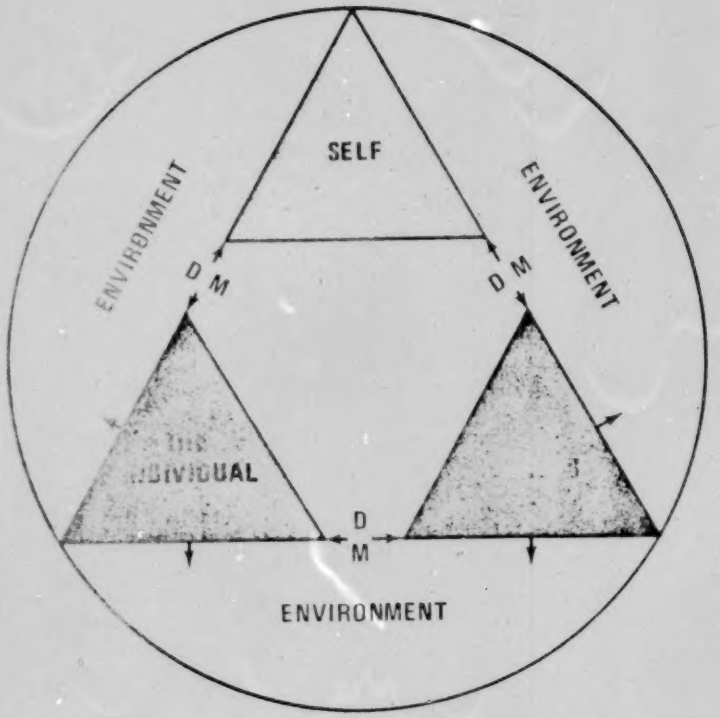


CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL



CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.



SELF – How one perceives himself in relationship to his individual charecteristics and the relationship he has with others within his intervening environment.

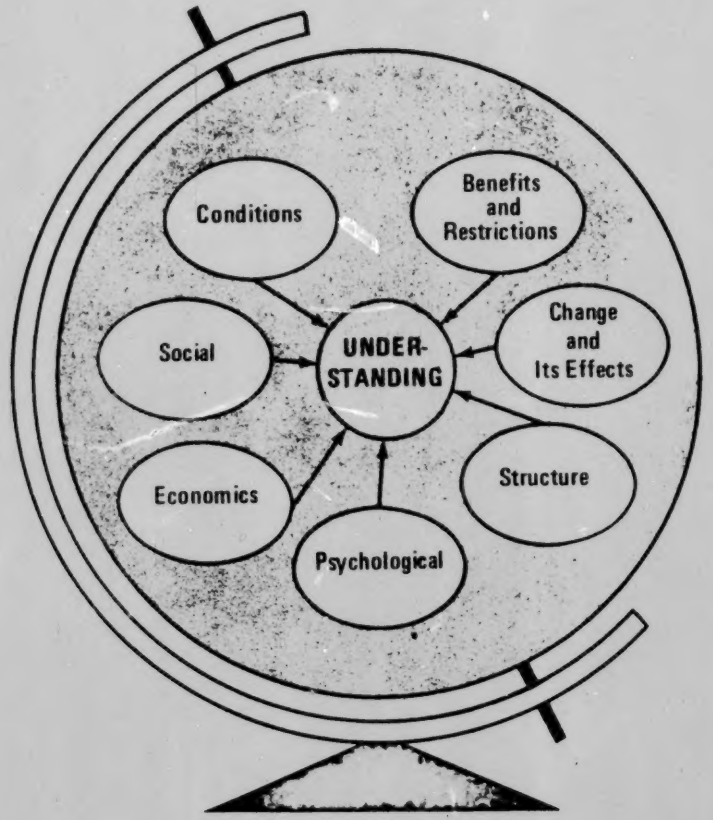
SELF

	Self	Individual Characteristics	Others	Environment
K-3	Awareness of possible disagreement of his perceptions and those of others	Creating an awareness of one's abilities	To differentiate self from others	Creating an awareness of his environment
4-6	Begin to develop an understanding of those disagreements that exist	To explore one's abilities	Describing how he resembles and differs from others	Exploring the environment
7-9	Attempt to eliminate discrepancies	Relating one's abilities to career planning	Understand why people are unique	Relating the self to the environment
10-12	Attempt to bring together discrepancies between real and perceived self	To formulate career expectations that are consistent with abilities	Accept uniqueness of individuals (including self)	Reality testing of his role in his environment

SELF

The Career Development Model views SELF or SELF-UNDERSTANDING as a process in which an individual internalizes personal perceptions of his characteristics - how others perceive him in the surrounding environment. This component of the guide deals with, to what and how an individual thinks about himself -- his attitudes, feelings, perceptions and evaluation of himself. SELF is then the individual's own frame of reference. When he looks at himself or is viewed by others he is using this internal frame of reference. What and how the individual views himself is determined by his relationship with his environment that he is in from which he extracts perceptions of his attitudes, feelings, and evaluations. Through the Career Development efforts of educators the student will receive sufficient counsel and guidance to increase his knowledge, acceptance and affirmation of what and how he thinks about himself. This ultimately is the goal of the Wisconsin Career Development Model.

Vital to the acceptance and usefulness of programs emerging from this model rests on the ability and willingness of educators and parents to provide the continuing assistance to students efforts to know, accept and affirm understanding of themselves and the world of work. Students will vary in their ability to structure their self-concept in a positive way. This only makes our job that much more complex but not impossible. No matter what level the individual is perceived, placing him increasingly in touch with "SELF" is important and represents a sound concept for Public Education.



WORLD OF WORK FACTORS

WORLD OF WORK

	Nature of Work	Nature of Occupations	Work Values	Change and Effects
K-3	Develop an awareness that work exists for a purpose	Awareness that occupations differ	Awareness that work developes to meet needs	Awareness that change affects work
4-6	Develop an understanding of purposes	Develop an understanding of differences (clusters)	Develop an understanding of how work meets needs	Develop an understanding that change is continuous
7-9	Exploring, ranking, valuing of purposes	Exploring occupations within clusters	Exploring the relationship between work and individual needs	Experience (through simulation) change
10-12	Affirmation of own purposes	Tentative occupational choice	Tentative work life style	Provides for changes in life style

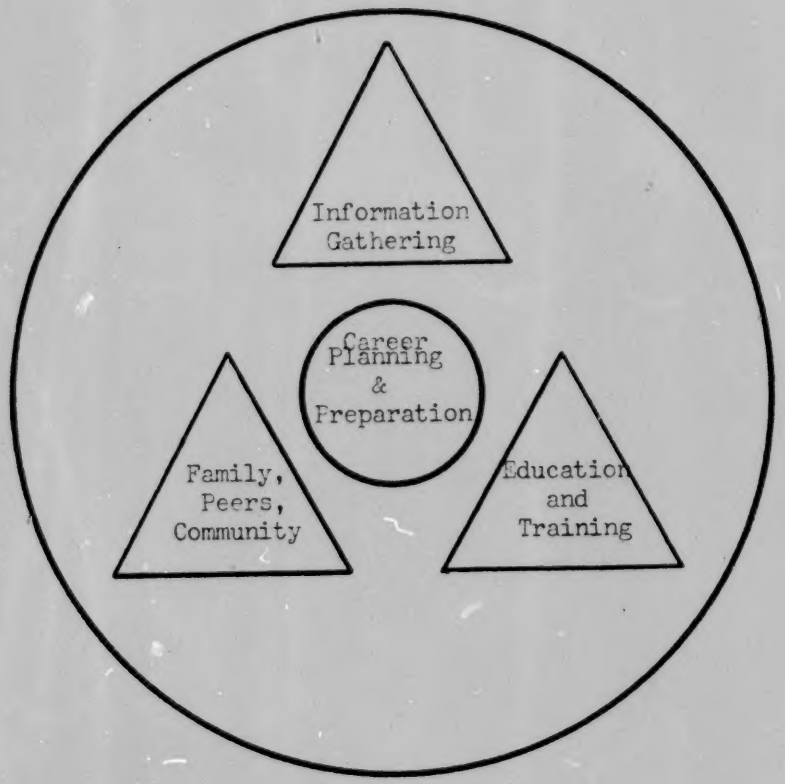
During their lifetime, probably one half the children in school will be employed in occupations that are non existant today. Therefore, instead of emphasis being placed upon an existing occupation, more attention should be devoted to understanding the world of work, attitudes toward work, and recognition of the need for continued occupational growth. Emphasis should also be placed on the fact that realization of potential requires continuous growth. Additionally, society operates within an economic atmosphere that affects each individual and his opportunities. Economic conditions not only influence his food, shelter and clothing but also his educational setting, occupational life, leisure time, and self-expression time. Because of the fact that economic conditions affect each person in many ways, it is important that this information be provided as well as the occupational information.

In the 20th Century, scientific discoveries have affected the world of work. Scientific discoveries and their applications in industry and business technology have changed organization functions and tasks, and thus have changed the nature of the world of work. As industries change, so do the manpower needs. The number and kinds of new jobs created are large, but also a large number of jobs are discontinued as a result of scientific discoveries.

The composition of the labor force has changed from one in which goods producing industries predominate. Moreover, occupational requirements have changed in favor of jobs needing more education and training. Education then needs to change toward helping individuals gain the kinds of skills and attitudes needed to find jobs that will assist them in finding fulfillment of self. At the same time the individual needs to see the relationship of his present job to a family of jobs into which he may move in the future.

Changing Role of Work in Life of Individual

Work must be perceived as being an integral part of self expression and self realization. Work should be regarded as an opportunity for expression, growth and development. If work is to be viewed as an expression of oneself and if one is ever changing, then his job and probably his occupation should change -- maybe more frequently during some periods of his life than other stages of his development. Perhaps the frame of reference should be one in which the normal development of an ever-maturing individual includes a succession of jobs during the course of his lifetime in which each job contributes to his growth and self improvement in preparation for the next.


Information Gathering
Career Planning & Preparation
Family, Peers, Community
Education and Training

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CAREER PLANNING & PREPARATION

	Information Gathering	Family	Peers	Community	Education and Training
K-3	Awareness that information on the world of work is available and where to obtain it	Awareness that one's family plays a critical role in structuring values and attitude towards one's career plans	Awareness that one's friends influence the individual's attitudes and values toward the work world	Awareness that the community may have impinging environmental elements that could affect career choice	Awareness that different workers need varying degrees of educational preparation for success
4-6	Awareness of a system for the collection and use of occupational information	Realize what family influences are being applied (Positive or Negative)	Understand what friends are now having an impact on the individual's decision making (Reasons)	Begin to identify some of the elements in one's environment that are having impact on one's decision making	Realize that occupational competency requirements influence the kind and degree of one's educational preparation
7-9	Develop occupational research skills and understand present and future employment trends	Understand the influence one's parents are having on career choice	Ability to screen positive and negative information offered from friends	Understand the community influences and prepare to deal with their impact	Understand the necessity for obtaining employability skills and where to obtain these skills
10-12	Identify tentative career objectives based upon accurate and pertinent occupational and self information	Evaluate the expectation family has for you and how it might affect your decision	Realize what individuals can assist one in career planning and preparation	Recognize that career choice could be influenced by opportunities in his community	Know where and how to apply for a job

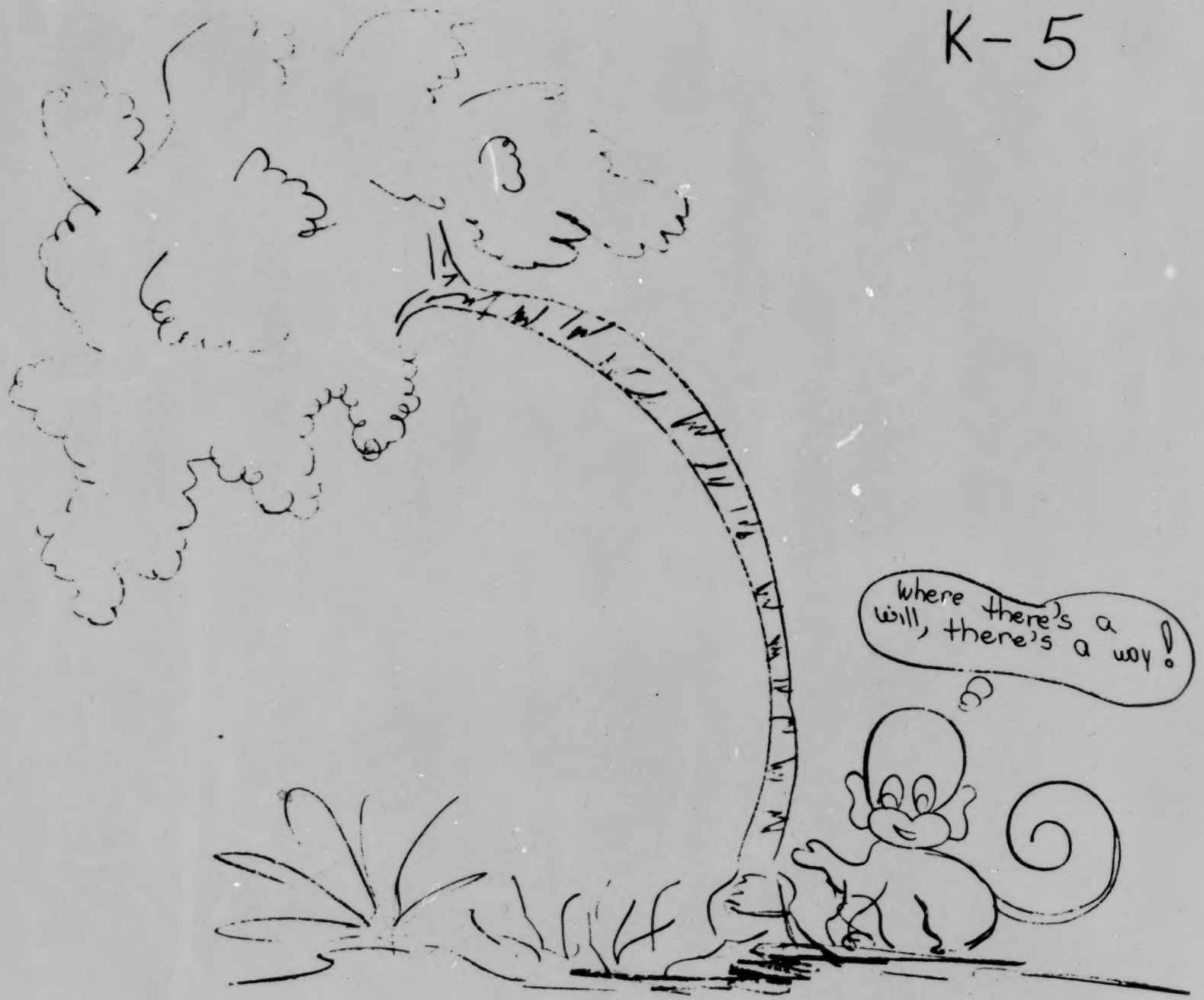
CAREER PLANNING AND PREPARATION

Career Planning and Preparation is an informational and decision making process. Personalized information is essential for one's growth and development. This necessitates making the information available when the individual is ready rather than at the convenience of the provider of information. The information process extends over a life time as the individual utilizes information pertinent to areas of his concern and at a depth that has meaning to him. Information should serve the purpose of keeping the individual abreast of changes; but, even more important, it can also help him be prepared for change. The individual is in a constant state of change and development. This development of the individual occurs in all areas — the educational, the occupational, the personal, and the social. The developmental approach calls for the collecting and utilizing of information sequentially by individuals over an extended period of time. Their state of readiness and their desired purposes are crucial. Decision making at each stage of development may be regarded as the end result of acquiring and processing information.

Recent occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained or their education broadened for new roles. Education and training are major factors in determining job opportunities. The rate of change in new jobs and new machines is governed to some extent by the rate workers can be educated or retrained. An industry cannot afford to install new machines nor create new jobs at a faster pace than individuals can be educated. The educational potential (including training) of available individuals is a major determinant of the rapidity of change for each business or industry. Therefore, education is becoming more of a determinant of occupations than occupations are of education. The education possessed by an individual, his potential, and his willingness to obtain more education may be a key to his occupational maturity, or lack of it, throughout his life.

There is little question regarding the tremendous influence that friends and family play in occupational decisions of young people. Value and attitude transmittal and formation are centered in family and peer relationships. It becomes imperative for the individual to determine which information is pertinent to him and how to personalize it.

K-5



SELF

Grade K

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to demonstrate acceptable classroom behavior as judged by teacher and peers.	The class could have a discussion concerning each child's role in a happy Kindergarten	Discussion pictures "Man's Need for Association in Groups" Harper Row - Teachers Manual, p. 67.	Teacher observation and anecdotal records. Role Playing
The child should be able to demonstrate acceptable classroom behavior by following the defined classroom routine.	The children could dramatize classroom routines such as personal care of materials - - visitation (guests) etc. Student-teacher interaction (discussion): Big Bk. B 1. Taking Turns p. 12 2. Sharing p. 13 3. Making & Following Rules p. 15	Experimental Development Bk. "B" Benefic Press Filmstrips: Tommy Goes to Kdgn. Eyegate Co. *Share the Ball Pictures David C. Cook & Co. Social Development Teaching Pictures Elgin, Illinois *Duso Kit American Guidance Co. Sharing Song Teacher Manual Pg. 51	

SELF

Grade K

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to contrast his life as an infant and as a kdgn. child by observing specific changes in himself. The child should be able to contrast his life as an infant and that as a kdgn. child (personally and academically) by verbally stating these differences.	Each child could bring a picture of himself as a baby. He could tell the group ways he has changed physically since the picture was taken. He could also tell about things he could do now that he couldn't do as a baby. At the end of kdgn. year the group will write experience charts listing the skills they have gained (personal and academic) throughout the year. Ask students to think about how they have changed. 1. Have you changed? How? 2. Are you bigger? 3. How else have you changed? Student-Teacher discussion of filmstrip "Growing Up"	Large lined paper for chart. Record: When I Was Young The Childrens Press Duso Kit American Guidance Service, Inc. Teachers Manual p. 40 Song: Oh, Me! Oh, My! Filmstrip: "Growing Up" Encyclopedia Brittanica	Teacher observation of response in discussion. Self evaluation. Growth Chart - fall and spring Height & Weight

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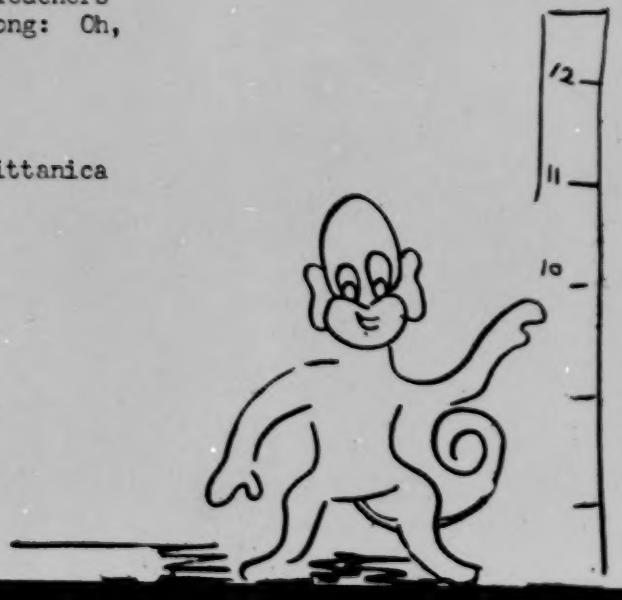

SELF

Grade K

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to tell what his parent's job is and list some things the parent does at his job.	1. Each child could find out what his father's or mother's job is and tell his group about it. 2. Each child could bring something mother or father use in his/her job - such as - - nurse's hat - hard hat - lunch bucket - order blank books - badge to use for dramatic play — materials available for free play so children may act out jobs.	Home - Parent Puppets - (mother, father, child) Filmstrips: Where Our Daddies Work Eye Gate Co. Books: Marino, Dorothy Where Are the Mothers Philadelphia Lippincott 1959 Records: Daddy Comes Home Children Record Guild 100 6th Ave., N. Y. 13, N.Y. Let's Help Mommy Children Record Guild 100 6th Ave., N. Y. 13, N.Y. Film: What Do Fathers Do? Churchill-Wexler Family Chart - pictures of each member of child's family - could be drawn.	Participation in group discussion. Teacher observation: Could child listen to discussion in school and bring back from home needed information? Note whether each child can associate several 'props' to appropriate job.

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SELF

Grade K

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
(The child should be able to recognize his own name.) The child should be able to complete a task and feel satisfied with his work. The child should recognize the need for completing a task, as well as the satisfaction in finalizing such, by actively participating in a number of formal exercises.	1. Helper Chart: A chart listing all children's names with a movable pointer - each child has his day as "helper" He performs necessary tasks for that day - such as: bring in milk leader for dismissal line take milk money, etc. 2. The child draws a picture of himself doing his favorite job (at home or school). Each child would tell about his picture and the task it shows. Teacher could write child's story on the picture. 3. Room cleaning activity. Divide class into groups - one group responsible for straightening blocks - cleaning doll corner, etc. Be sure all children do a good job and do their share. Student-teacher discussion	Large tag board listing all children (A.M. & P.M. on separate charts) Helper Chart: Joe, Mark, Mary / Sue, Bill, John Books: Hoffman, Elaine & Hettlefinger, Family Helpers Chicago: Childrens Press Stover, JoAnn, If Everybody Did New York: David McKay Co., Big Book A, Continental Press Beilfus Press	Teacher and children see how well each child carries out his jobs. May use check list such as: completes tasks needs much help works independently, etc. Class discussion leading children to realize that it is the group's responsibility to clean up and put materials away.

SRIF

Grade K

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to list at least five different jobs.	1. Teach song "What do you want to be when you grow up?" Children will have an opportunity to sing their choice in appropriate place in song.	This is Music K. Allyn & Bacon, p. 16 Books: Mace, Kay, When I Grow Up Simon & Schuster, 1950 Lois Lenski, "When I Grow Up" Lippincott	Teacher can observe how well children respond to song - how many different jobs can be named.
	2. Bring pictures from home or cut them from kindergarten magazines depicting people performing different tasks.	Variety of magazines Records - When I Grow Up Young People's Record	Individual checks during work time using sampling of 10 children - have them name five different jobs.
	3. Invite parent or people in community to visit classroom to describe their jobs.	Parents and people in community.	
	4. Vocabulary Game such as - a. She helps us learn. She is a _____. b. He sells us medicine. He is a _____. c. He paints houses. He is a _____. d. He watches over us when we swim. He is a _____. Match pictures to riddle.	Peabody Kit - Level #1 People Cards	

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SELF

Grade K

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By participating in pantomimes and discussion the child should be able to state verbally the necessity of jobs away and at home.	1. The children could pantomime jobs done in their home such as: cooking, washing, caring for baby, etc. They then should tell how this helps them. 2. Discuss dad's or mother's job outside the home. Then tell how this helps your family.	Things from housekeeping corner – dolls, brooms, etc. Peabody Language Kit, Level I – Activity Cards Books: Marino, Dorothy Where Are the Mothers? Philadelphia, Lippencott 1959 Tresselt, Alvin A Day With Daddy New York: Lathrop Lee & Shepard Film: Fathers Go Away to Work Pat Dowling Pictures 1056 S. Robertson Blvd. Los Angeles, Calif.	Children pantomime jobs mother or father do. Teacher evaluation – do children understand that money earned at job buys needs of home.

SELF

Grade K

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using art activity game listed plus B.B. the child should be able to state verbally several ways in which he is special and something special about one friend.	Make "Me" badges — Let children choose material they want to use (badges may be picture of self or something they like). After they finish badges, comment on each child's creation. Use badges in "I'm glad I'm me" game when each child states something good about himself or something he especially likes. Child of the Week B.B. Each week one child (from a.m. and one from p.m.) is Child of the Week. With help of parents he selects pictures, etc. to display on B.B. He has an opportunity to tell class about himself, his family, and his interests. An activity continued throughout the year.	Duso Kit American Guidance Service, Inc. Teacher's Manual Song I'm Glad That I'm Me -Story p.50 Books Del Geddes, Babara I Like to Be Me New York, Viking Press, 1963 Ets, Marie Hall Just Me, New York, Viking 1965 Mary Smith Week Parents- Discussion pictures "Man by Himself In Search of His Own Best Self" Harper & Row Teacher's Guide-p.55	Teacher and pupil observing and discussing badges and comments used in games. Teacher and pupil discussion - parent comments about preparation child does at home.

WORK WORLD

Grade K

Subject/Dept.

Concept: Education and work are interrelated

General Objective: (Soc. Ec. Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Structure) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After visit from police officer, child should be able to state verbally some training necessary to become a policeman.	Invite a policeman to visit classroom (use parent if possible). He would tell about his job and how he became a policeman.	S.V.E. pictures Police showing training academy Police Officer	Discuss on what training is necessary to be a policeman.
After visit to fire station, each child will draw picture showing one thing a fireman is trained to do.	Take a field trip to fire station. Arrange to go to station that has a classroom. Have the chief explain continuity training and demonstrate some phase of it.	S.V.E. pictures The Fireman Film: Brave Little Fireman #C5100 "Policeman and his Work" Wollensak Teaching Tape 3M Co. Discussion Pictures by Harper & Row Teacher's Manual.	Pre-discussion- find out what group knows about fireman After trip, write experience chart listing things fireman must know how to do.

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WORK WORLD

Grade K

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc. Ec. Pol. Factors) Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Acitvities	Resources & Materials	Evaluation Procedures
By using books, film, and puppets the child should be able to draw a picture of an astronaut at work and tell what he is doing.	1. Astronaut: Intro. with book Discuss - why are there astronauts?-- Were there astronauts when your dad was a child?	Book Sextent Series Come to Work with Us in Aerospace Filmstrip Jam Handy Astronaut	Teacher will observe how well the children participate in discussion
	2. Make astronaut finger puppets, and use these astronauts do: - explore moon - collect rocks etc. - ride on moon vehicle	 fold and tape to fit finger Books: Andy Astronaut Golden Press A Trip in Space Rand McNally A Book of Astronauts Franklin M. Branley Leonard Kessler Thomas Y. Crowell Co. N.Y. G.V.E. Pictures "Countdown to Splashdown" "Astronaut-Training and Equipment" "Man on the Moon"	Teacher will observe the dramatic play and note variety of things the children have puppets do.

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WORK WORLD

Grade K

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Indiv. Psych. Factors) Recognize that occupations develop to fulfill social needs.
(Indiv. Psych. Factors) Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After identifing pictures and playing the "I like to" game the child should be able to choose occupation picture to match riddle.	1. Use pictures of variety of occupations 1. Baseball player 2. Florist 3. Music teacher 4. Homemaker 5. Farmer Identify pictures - discuss or dramatize what each job entails	Peabody Language Kit Occupation pictures	Choose 5 children as sampling: Individually they should be able to pick card to match riddle.
	2. "I like to" game In riddle form match jobs and things people like to do. Example: I like to: work outdoors work with animals grow things Who am I?	riddles written by teacher Information on Pets Free from American Humane Society P.O. Box 1266 Denver, Colorado 80201	

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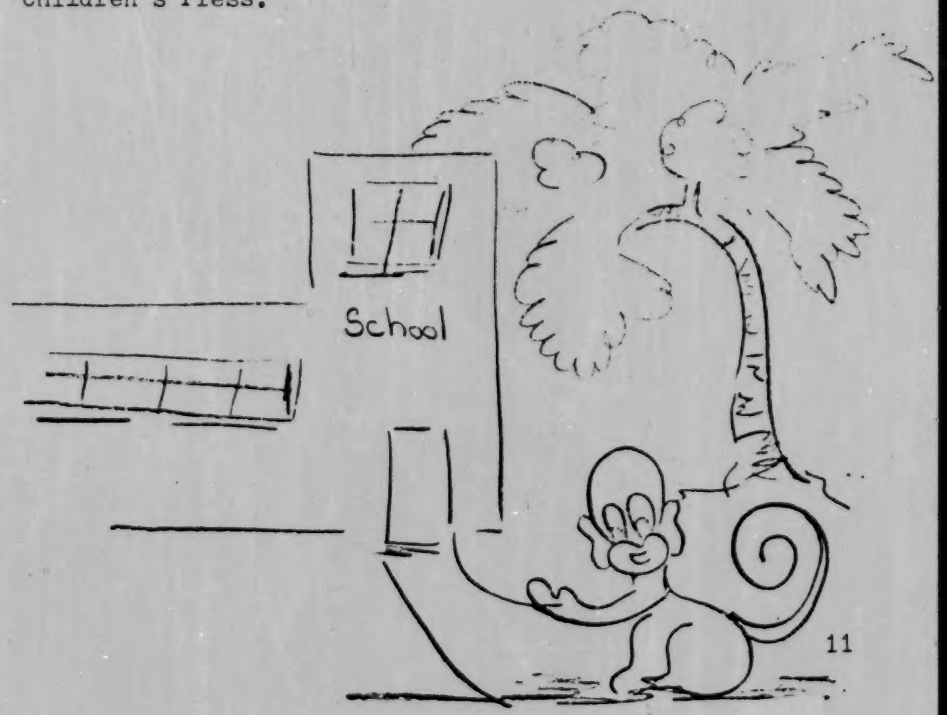
Concept: Occupations exist for a purpose..

Subject/Dept. _____

General Objective: (Structure & Nature Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After touring school and listing workers and their jobs, each child should be able to state verbally at least one thing each worker does.	1. Take a walk through the school to notice all the different people who work there. List them and what they do, on a chart. 2. Divide into groups to make a class booklet: Our School Workers. Children can draw pictures of school workers. The teacher will write story children dictate, about pictures. Invite another class or a school worker to view booklet or arrange stories and pictures as bulletin board.	School workers Books: "I Want to be a Teacher ..... Librarian Children's Press.	Teacher observation Class participation Pictures Content of stories



Grade K

WORK WORLD

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Indiv. Psych. Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After completing activities listed the child should be able to verbally state whether or not an activity constitutes useful work.	To aid the children in discovering what constitutes useful work, the class can play a game in which the teacher describes a variety of activities and the children respond by telling whether such activities are useful. Such as: watering the lawn during the rain - not useful, shoveling snow - useful	Peabody's Kits Primary and No. 1 activity pictures.	Teacher evaluation of children's responses
Each child should be able to state verbally at least 1 kind of useful work he does in his home.	Through classroom discussion, the children can list useful work that they do in their homes.	Use tape recorder Each child may tell some usefulness he does in the home. Play tape	Teacher and children evaluate tape

Concept: Work means different things to different people. Subject/Dept._____

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After listening to and dramatizing the story, the child should be able to draw a picture showing the exchange of work.	Read Story I. Pelle's New Suit. Discuss step from shearing sheep to the finished coat - then note work that Pelle did for each person that helped him.	Book: Pelle's New Suit Beskou, Elsa Harper -	Teacher evaluation
	II. Dramatize story. Choose one child to play each adult character. Let a different child be Pelle in each scene.	Props as needed	

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WORK WORLD

Grade K

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After classifing pictures each child, given a group of 5 pictures, should be able to tell at least 2 different ways they can be classified.	I. Arrange pictures of occupations on chalk tray the class is to think of a way to classify them. Such as: worker who wears a uniform worker who works at night worker who works outdoors worker who works indoors worker who works during the day	Peabody kit level I Peabody kit level II Books: People) picture Activity) Sextant Series Primary	Teacher observation of children's classification of pictures.
	II. Show film or film strip concerning one occupation such as: postal worker See how many ways you can classify their job. Such as: wear uniform indoors and outdoors	filmstrip: * Post Office Workers film * Letter to Grandmother Books Colonius, Lillian, and Schroeder, G.W. At the Post Office Melmont Greene, Carla I Want to Be A Postman Children Press	Through group discussion of film or filmstrip

SELF

Grade 1

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to select activities which will strengthen his/her weaknessess.	The child chooses and records his free time activities on his own chart. These are found around the room. i.e. A Fishing Game for addition or subtraction facts. The teacher of another child listens to the facts on the fish that are caught. Phonics Games and work sheets.	Teacher constructed chart listing specific free activities. i.e. The Fishing Game Phonics Game Lesson 7 and 8 Our Working World Families at Work SRA p. 54-63 You and Me MacMillan, p.5-9	Teacher observation of the child's free time activities and his individual characteristics.
The child should recognize his strengths and weaknesses (personal and academic) by engaging in a number of structured (though diversified) activities.	The child role plays in a "TV Program" situation showing how a child at his very best would act. Keep person graph, chart, birth date, finger prints, foot prints, height, weight.	"Lonesome Ben" record Focus on Self Kit, SRA Discussion SRA Manual P. 39	The teacher observes if the child chooses free time activities to strengthen an area of weakness. Give five words to describe self. Then have two children work as a team, giving five words to describe each other.

SELF

Grade 1

Subject/Dept.

Concept: An Understanding and acceptance of self is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptenace of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
The child will verbally state or depict on paper five physical differences in his classroom.	The children identify obvious pnysival differences in their classmates.i.e. height,weight,color of eyes, hair, etc. Children help to record their own height and weight in Sept. and again in June. Each child lies down on paper and someone traces their outline. Then the child colors and cuts out the form. Then the class compares their image with others for size, color of eyes, hair, etc. Upper grade child visits the class and reads a story, showing how more knowledge helps us to perform more successfully. The children draw a picture of their family in which "self" is included.	Pictures of children. Record: Cindy and the Elf. SRA - From Focus on Self Kit Physical Attributes of Self - Manual P.18 Book: Ferry, Sally Who Am I? Whitman,1962 Duscokit - several activities.	Teacher constructs test i.e. (1)circle tallest (2)circle smallest The teacher can compute individual gains in weight and height for each child and observe whether the children can conclude that the gains were not all the same. The teacher will listen while the children state these differences. The students identify through discussion how "visitor" differs, physically and academically from his classmates and self. The teacher checks the picture to ascertain accuracy in student perception of size relationships in the family.

SELF

Grade 1

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept. _____

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to tell about the importance of the work done by his father and mother.	The child tells a story (which the teacher writes down) explaining what his mother or father does at work and why it is important. The child then illustrates his story.	Social Studies Series. Around the Neighborhood. Soc.Studies 1 and 2. Continental Press worksheets. Our Working World, "Families at Work" SRA Manual p. 40	The teacher records the child's ability to relate what his parents' job is and why it is important.
The child will be able to list five neighborhood helpers.	The class discusses the workers in the neighborhood. Have a parent or the custodian speak to the class about their work and its importance. Discuss the pictures from Around the Neighborhood. Continental Press Have half of the class advertise for employees and the other half apply for the jobs.	Clark, Ann Nolan, In My Mother's House New York, Viking Press, 1941 Tresolt, Alvin A Day With Daddy New York, Lathrop, Lee & Shepard, 1953. Daddy Comes Home Children's Record Guild, 100 6th Ave. New York, N.Y. Pictures:"School & School Helpers" David Cook Publ. Co. Elgin, Ill. 60120	The child will draw a picture showing five neighborhood helpers. The teacher observes whether the children establish a good rapport with the custodian showing respect and trying to help keep the building clean.

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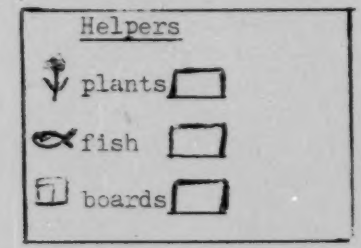
SELF

Grade 1

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
1. Given the opportunity to choose a classroom task, the child should select ones which are meaningful to him and then to be responsible for completing this task for a one-week period.	The teacher will make a helper's chart designating specific chores (water plants, clean boards, etc.) in which all children have the opportunity to be responsible for one task for one week at a time.	A teacher-made chart having a picture and the written word describing each chore. A special place is left open to place the specific helper's name.  	The teacher makes a check list to determine the consistency of a child performing a job. Check List: 1. Willingness to work. ___ 2. Care in doing the chore. ___ 3. Does he put away tools. ___ 4. Does he take pride in a job well done. ___ 5. etc. ___
	Present a skit about school chores, for which each child can choose a part which he can do best, such as narrate, make symbols and tools, create costumes, etc.		
2. The child will be able to dramatize a part in a skit, using his own props.	Use suggested books and filmstrips for better understanding of a child's part in keeping a classroom a nice place to be in. Discuss home jobs. What jobs do you like? Which do you hate? Why? Have children make a picture or write a story telling which job the	Buchheimer, Naomi Let's Go to a School, Putnam, 1959. Hefflefinger, Jane & Hoffman, Elaine, About School Helpers. Melmont, 1955. Filmstrip: School Helpers, Eyegate House, 146-01 Archer Ave., Jamaica, N.Y. 11435. The School Community-1953, Ency. Britannica Films School Helper Series,'57 Young America Filmstrips (McGraw-Hill Book Co., 330 W. 42nd, N.Y., N.Y.) Song: Fun to be a Helper	Teacher observation noting the thoroughness of each child in carrying out his part of preparing for the skit.

SELF

Grade 1

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to identify the many different jobs within his immediate environment by naming them, and identifying specific uniforms related to the job.	Use some of the suggested books and filmstrips from the resource section for an introduction to this unit. Discussions to follow presentations. These same resources or others may be used to broaden knowledge of the world-of-work. Discussions to follow presentations. Take an observation walk, paying special attention to different workers, such as the bus driver, mailman, street cleaner, garbage collector, etc. Make a mural Each child must choose a different job and paint the worker dressed appropriately when working at his special job.	Books: Greene, Carla, I Want to Be a ... series, Children's Press, 1958. Zion, Gene. Dear Garbage Man, Harper, 1950 Hoffman, Elaine Our Friendly Helpers, Melmont, p.54, Hoffman, Elaine & Hefflefinger, Jane - Family Helpers, Children's Press, 1954 Lenski, Lois - At Our House, Walck, 1959 Barr, Jane. Mike the Milkman, Whitman, 1953 Pictures: Home and Community Helpers, K-3, David Cook Publ.Co.,850 N. Grove Ave., Elgin, Ill. 60120..$2.75 Wonderful World of Work Program - Filmstrips and records, Denoyer,Geppert Times Mirror, 5325 Ravenswood Ave.,Chic.,Ill.60640 Encyclopedia Britannica Community filmstrips. Wonderful World of Work Series (Edu-Craft, Inc.)	The class will classify work under three headings: jobs dealing with people, ideas, things Following the walk complete a list of all the different workers seen on this trip. Each child will pantomine an occupation. The class will identify and list occupation under proper headings.

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SELF

Grade 1

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After activities involving the work world the children should be able to give several reasons for which a person may work.	Discuss and list the relationships between work and fun activities. Have a hobby show. As each child presents his hobby have him explain the work and fun processes involved in it. Invite a volunteer worker to visit the class. (Youth group leaders, hospital helpers) Plan a volunteer activity involving the class (cleaning the school yard, visiting a nursing home)	"Our Working World" "Families at Work" SRA Johnny the Clock-Maker Ardizzone, Edward New York, Walck, 1960 Crow Boy, Yashima Patty Paints a Picture Bannon, Laura Albert Whitman, Chicago, 1948 16mm film - "Why Fathers Work" Encyclopedia Britannica Community Workers & Helpers Poster Cards Milton-Bradley	Have children give three to five examples of avocations that can also be vocations.

SELF

Grade 1

Subject/Dept.

Concept: Individuals differ in their interest, abilities, attitudes and values.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
Given the opportunity to to choose from various physical education activities the child should be able to record his strengths and weaknesses on his individual chart.	During a physical education period, each child is given the opportunity to participate in activities from several set up. Example: balance beam mats vertical ladders climbing ropes Physical Fitness Test Each child records his score in the activities included, such as: broad jump squat jumps dash pull-ups Using the information on their charts the children discuss the differences in their performances. Teacher will guide the disaussion by using open-end sentences such as: The thing I can do best is _____. One thing I can't do very well is _____. If I were taller I COULD _____.	SRA Kit - Focus on Self. Card 22 SRA Beim, Jerrold. Smallest Boy in the Class. New York, Morrow, 1949.	Teacher observation and anectodal records of specific performance. Use chart as a guide to determine if the child can state which areas need further emphasis. Teacher listens to determine whether each child is identifying his strengths and weaknesses.

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WORK WORLD

Grade 1

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Socio-Ec.-Pol. Factors) Begin to recognize that occupations develop from need of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
1. By touring a hospital, discussing and making a mural, the child should be able to see and state verbally specific jobs and how they meet the needs of society.	1. Plan a field trip to a hospital. Arrange with a guide so that the children can lay on a stretcher, tour the pharmacy, sit in a wheel chair, put on an anesthetist's mask, etc. Discuss. 2. Make a lg. hospital frame. Children will draw the various activities they saw at the hospital, cut out, and paste them in their "hospital."	Book: Come to Work with Us in a Hospital. Sextant Series Hospital Materials: Pictures Paper Scissors Crayon Paste	1. Teacher observation of child interest, participation and awareness of social needs of the hospital. 2. Accuracy in the child telling about his picture.

WORK WORLD

Grade 1

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After making a bulletin board and dramatizing various jobs, the child should be able to verbally state the interests and abilities associated with several jobs.	1. Each child chooses an occupation and dramatizes it to the class. The class must tell the various abilities and interests necessary to perform that job. Example: Foundry worker who pours iron. -Strong healthy person -Doesn't mind heat -Isn't afraid of fire	Man In Action Series People and Their Actions Teacher's Ed. Unit Two-Three I Want To Be _____ Series Greene, Carla School Bus Driver and/or parents Community Helpers Films from Oshkosh Media Center BF 201-300	Teacher observation, noting if the children can define particular interests and abilities specific jobs require.
	2. Cut out pictures from magazines of people working. Paste them under the appropriate heading: (Use as a bulletin board)		Teacher observation to see if pictures are pasted under the correct heading.

Workers Like			
To sell things	To Experiment	To make things	To Write

WORK WORLD

Grade 1

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: Recognize that occupations develop to fulfill social needs.
Become aware of the contribution that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By touring a school and writing an experience chart, the child should be able to state the three steps in the building of a school.	1. Have children tour a school (exterior) examining where it is located, how large it is, and its construction.	A new school or one under construction.	Teacher observation of the child's interest and ability to discuss the findings of the tour.
	2. Arrange to have an architect visit the classroom and explain how a school is planned.	Architect The school picture from Community Helpers pictures. D. C. Cook, $2.75 Filmstrips and records "Knowing Our School" Encyclopedia Britannica	Teacher observation of children's attention and questions asked of resource person. Teacher check, determining if each child knows the following: 1. Grownups want a school. 2. Architects plan a school. 3. Builders construct the school.
	3. Discussion: Who needs a school? Who wants a school? Where are schools built? Why? Who builds them?		

WORK WORLD

Grade 1

Concept: There is a wide variety of occupations which may be classified in several ways. (pg.1)

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of workers the child should be able to classify them into day and night workers, skilled and unskilled.	Divide the children into two groups and work on booklets: Draw pictures and write one sentence about each: Day Workers Night Workers When the booklets are completed discuss which workers work day and night and make a third booklet, Workers Around the Clock.	Books: Nina Schneider, While Susie Sleeps E. M. Hale and Co. Eau Claire, Wis. Film: "People Who Work at Night" 13 min. Film Association of California	Teacher observation of accuracy of the booklets.
	Write an experience chart showing the likenesses and differences between skilled and unskilled jobs.		Teacher observation of the chart.
	To familiarize the child with occupations, play a phonics game. Teacher thinks of an occupation, tells child beginning sound with riddle-like description, child guesses occupation.	Book: E. Hoffman and Hefflefinger, About Helpers Who Work At Night, Melmont Publ. Co.,Inc. Chicago, Ill., 1963	
	Have child make a list of the things he has done from the time he got up until he arrives at school. Discuss how their activities depend on various occupations.	(Example- Drinking Milk: Dairy workers Milkman Farmer	

WORK WORLD

Grade 1

Concept: There is a wide variety of occupations which may be classified in several ways. (pg.2)

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
	The children dress a milk carton model to represent the dress of their parents as they look at work.	½ gallon milk cartons cut down to 6 inches. Materials for dressing model.	Teacher observation of how accurate the models represent the job of the parent.
	The children take home an interview sheet with questions about their specific jobs. Where & when do you work? What do you do? What kind of tools do you use? Do you make something? Why is your job important? Do you wear special clothes? Etc.	Interview sheet.	Teacher observation of the quality of the interview sheets.
	The teacher inteviews each student while they pretend to be their parent. The rest of the class asks questions of the child being interviewed.		Teacher observation of pupil participation in the discussions.
	The teacher guides the class to see the interdependence of the world of work.		

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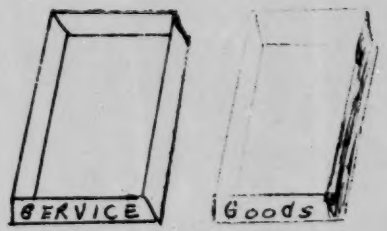
WORK WORLD

Grade 1

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psych. Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discussing, listing and categorizing the child should be able to verbally state whether specific work is of a consumer or producer nature.	1. Discuss the difference of consumers and producers. List on the board 5 examples of each.	Peabody language Development Kit #2 American Guidance Service.	Teacher checks to see if the pictures were placed in the correct box.
	2. Arrange pictures of workers on the floor. Have children categorize workers into producers of services and producers of goods by placing the pictures appropriately in titled boxes. 	Our Working World SRA SVE - Study Prints	Teacher observation of child participation.
	3. Take a field trip to a local manufacturer and clothing store to observe what the consumer and producer do.		

WORK WORLD

Grade 1

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discriminating between volunteer work and working for money and understanding how money is useful, the child should be able to verbally state why people work and the rewards involved.	Discuss: -- Volunteer Work -- Working for money Using pictures as examples of each one: library mother factory worker bus driver etc. Discuss how money we earn is spent. Discuss: 1. Which is the right kind of person for a particular job? 2. When do you use volunteers and when do you use people from the work world?	Our Working World: Neighbors at Work, Act. Book pages 46-47 SRA pictures Lesson 15 from Our Working World: Families at Work pages 110-117 SRA Lesson 27 from Our Working World: Families at Work pages 174-183 SRA Filmstrip: "Learning About Nickels and Dimes" Oshkosh File No.1-60 Books: Elkin, Benjamin "The True Book of Money" Chicago: Children's Press, 1960. Film: About Money Children's Productions, 8 minutes	Teacher Sampling Use 6 children. Have them tell the difference between material and self satisfaction rewards. Give 2 examples of each. Teacher observation of student response.

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WORK WORLD

Grade 1

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Struc. & Nat. Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the information learned about specific educational backgrounds, the child should verbally state some phase of the educational background necessary for five different jobs.	Children find out from their parent/parents what they had to learn to get their jobs. Report to class. A resource person, such as a doctor, includes his educational experiences in his presentation. Also be sure to use a skilled laborer and/or a non-skilled laborer to report to the class about their jobs.	Pictures: SVE - Study Prints, "Our Community Helpers" A. J. Nystrom Resource Person Film Books and Filmstrips: I Want to Be _____ series, Greene, Carla Teacher resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	The teacher records the children's statements concerning the five different jobs; before and after suggested activities and discussions.

Grade 2

Subject/Dept.

SELF

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through pupil-teacher discussion pupils should be able to state goals for their classroom based on prior classroom experiences of "Where have we been? Where are we going?"	1. Construct a pupil-teacher chart stating pupil goals for classroom procedures and learnings for the present year. The pupils will also keep an individual chart.	Pupils - Prior classroom experiences Experience Chart Individual teacher-made charts	Teacher observation and study of individual charts
	2. Use a pupil bulletin board where children can display pictures and a few sentences showing a classmate meeting a goal from the chart. This should be discussed periodically.	Free materials on safety Education for Survival Kit Employers Insurance of Wausau-Special Services Dept. 2000 Westwood Drive, Wausau, Wis. 54401 Filmstrip-- School B-1 to B-18 All deal with school routines and activities	Discussion of B. Bd. Observation of teacher for changed behavior of other students.

SELF

Grade 2

Subject/Dept.

Concept: An understanding and acceptance of self; is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to identify by telling or listing his expanding privileges and responsibilities within his changing environment.	1. The class will discuss new privileges they have gained and the responsibilities that go with them. Teacher may list these on the board or chart.	Record-"Living With Others -Citizenship" Society for Visual Education, 1968	Teacher observation of participation using an interaction chart.
	2. Dramatize situations in which the children can portray interactions with peers and other people evolving from a new privilege.	Children made props for each situation. Skits can come from the children.	Pupil, teacher observation of qualities of growing responsibilities.
	3. Student-Teacher discussion on how each family member has certain needs and responsibilities that are important to all the family members.	Film "A Day With Your Family" Roa's Films, 1696 N. Astor St., Milwaukee -- $7 AF-401 Color - 11 min. "Courtesy for Beginners" AF-501 B/W - 10 min. "Safety to and from School" AF-502 B/W - 10 min. "Safety on the School Bus" Free Material: Bike Safety Public Relations Dept. Goodyear Tire & Rubber Co. Akron, Ohio 44316	Free Material for Snowmobile Safety Bombardiez, Ltd., 8600 Decarie Blvd., Montreal, Quebec, Canada Free Material "Home Safety Checklist" Write the Travelers Ins. Co., Women's Information Bureau, H-1, Tower Sq. Hartford, Conn. 06115

SELF

Grade 2

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The children should be able to tell what kind of job their parents do and how that job contributes to their family and the community welfare, through discussion of family jobs.	1. The children will be asked to note how their parents dress for their jobs, and make a model of them in school the next day. 2. Each child tells about his model which is displayed on a bulletin board for future reference. Things to tell: What job - How they dress - Importance to the family and community.	Parents Materials for models: paper and cardboard crayons yarns cloth milk cartons for bodies Models Peabody Language Development Kit #2 Picture file Use pictures under "People" Use the Green, Carla "I want to_____" (series) "Our Community Helpers" A.J. Nystrom (Study Prints) Benefic Press - Chicago 1962 (Books) Unikits 1, 2, & 3	Observation of models for correct address and tools needed for their parent's job. Observation of child's attitudes about the importance of their parent's job to the family and the community.

SELF

Grade 2

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should become aware of the value of doing a job to the best of ones ability by comparison of a job well done and a job not well done.	1. The children can bring in or create their own pictures of a job well done for a bulletin board display.	Pictures	Observation of the child's awareness of what constitutes a job well done, and one not well done.
	2. The children will tell in written form which job they would rather be responsible for and why.	SRA Reading Lab Ia Listening Skills #10-An Important Chore Language for Daily Use Harcourt, Brace 1968 poems - pp. 25, 128, 162, 37. Poem: Once a task has begun, Never leave it 'til it's done Be the labor big or small Do it well or not at all.	Observation of the value of a job well done in comparison to one not well done.

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SELF

Grade 2

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Outcome			
Using a class discussion of how their school operates the child should be able to list six jobs within the school building, and list them in the order of their importance.	1. Teacher directed class discussion on how the school operates and the working personnel. i.e. 1. Why do we need schools? 2. Who runs our school? 3. How is it run?	"School And School Helpers" Teaching Pictures 1969 David C. Cook Publ. Co. Elgin, Illinois 60120 Book: Barr, Jene Miss Terry at the Library Whitman, 1962	Observation of participation by students
	2. The children will be given a teacher-made list of school personnel and the children will rank them in order of importance.	Greene, Carla I Want to Be a Secretary Teacher Librarian Children's Press 1957 Filmstrips: #B-221 "Community Helpers-Librarian" #B-12 "Our School" #B-13 "School Helpers" "School Friends & Helpers" Singer SVE STudy Prints "How Schools Help Us" Hage & Ryan-Benefic Press - 1962 Unikit A	Note child's selection of job importances, it may indicate an interest area for this child.

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SELF

Grade 2

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given the opportunity to explore various aspects of a professional sport activity the child should become aware of and be able to list what it means to various participants.	1. Use the example of a professional athlete, i.e. football golf Discuss what this sport means to: 1. Owner of the team 2. player 3. spectator 4. community Make a class list of these findings.	Pictures Teacher directed class discussion.	Observation of participation in discussion and quality of class list.
	2. Provide a resource person involved in sports, hopefully a player, to give first hand information from various aspects of this sport. Make a new class list of the findings and compare with the first one.	Resource person The teacher can write to the: David C. Cook Publ. Co. Elgin Ill. 60120 for pictures relating to athletes.	Observation of class attitude toward speaker - and comparison of pre-list and post list.

SELF

Grade 2

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a free period and varied classroom activities, the child should be able to make a choice of an activity that interests him and tell why he made that choice.	1. The class will be given a short free period to explore individual interest areas. i.e. science corner - reading corner - enrichment listing center - game corner, etc.	Interest areas around the room. i.e. Materials for Science Corner -Magnifying glass -shapes -Insect holder -Current Science Unit -Objects brought by students.	Anectodal records from teacher observation of each child's free time activity.
	2. Each child will discuss what he did during this free period and why he chose that particular area for free time.		Teacher written observation of each child's reason for his choice, to put in the anectodal records.

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WORK WORLD

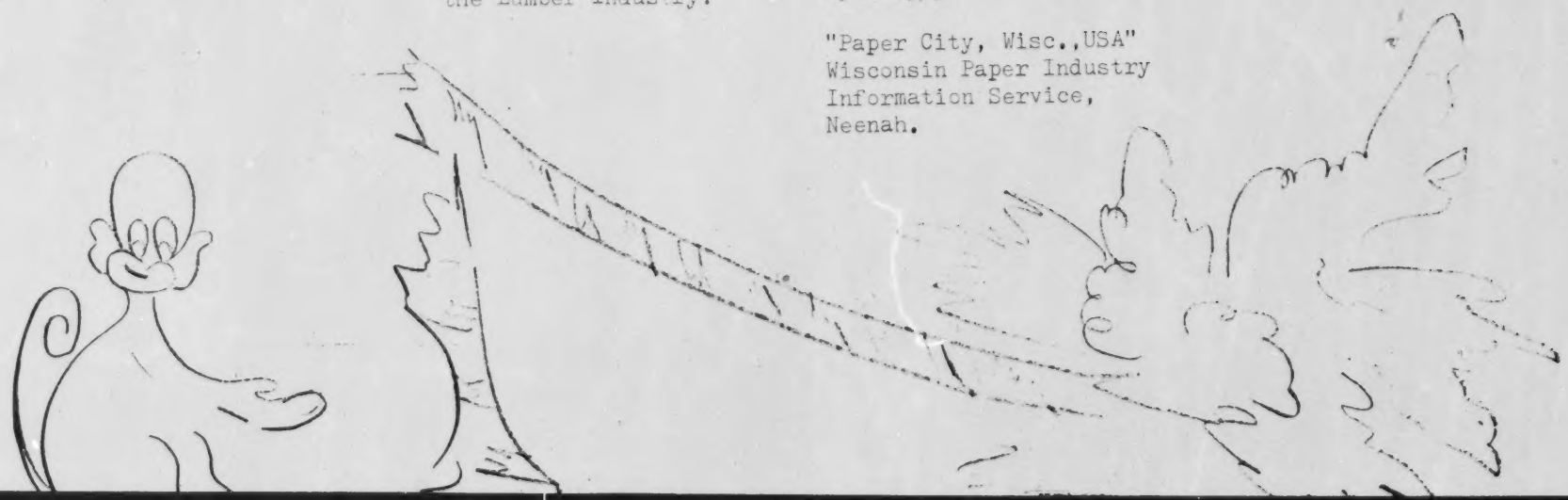
Grade 2

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc.-Ec.-Pol. Factors) Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After reviewing films and pictures on the Lumber Industry, the child should be able to discuss how it contributes to their community.	1. Children will be shown films on the Lumber Industry. (local if possible) Also use pictures. 2. Discussion of the films and pictures and how they relate to their community, citing the example of the "H.U.D." program and what it means to the Lumber Industry.	Films and pictures of the industry chosen. Send 10¢ for -- "A Job With the Forest Service" Write U.S. Government Printing Offfice, Div. of Public Documents, Washington, D.C. 20402 Request Catalog #38:843/5 "Paper City, Wisc.,USA" Wisconsin Paper Industry Information Service, Neenah.	Teacher observation of children's awareness of the Lumber Industry and what it means to their community.



WORK WORLD

Grade 2

Subject/Dept.

Concept: Occupations exist for a purpose

General Objective: (Individual Psychological Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the class hears a story about some famous person and plays the game "Who would I be if I could be someone else", the child should be able to tell what kinds of interests and abilities are needed for a specific task.	1. The teacher may read to the class the story, "A Man Named Leonardo" and discuss the unusual interests and training of this great artist, or any other book about some great person. 2. The children will sit in a circle and take turns answering the question - "Who would I be if I could be someone else" and tell why they chose to be that person.	Book - "A Man Named Leonardo" or some other book Public Library Pictures to borrow for class use. Time - Life - books on artists. Oshkosh Museum SRA Reading Lab. Ia Listening Skills #11-The Young Nurse #16-John James Audubon SRA Reading Lab Ib Listening Skills #15-The Plant Wizard #14-Tailspin Eddie	Teacher observation of child's ability to express the interests and abilities needed for a specific task.

WORK WORLD

Grade 2

Concept: Occupations exist for a purpose.

Subject/Dept. _____

General Objective: (Structure & Nature Factors.) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After a field trip to a local business establishment and comparison of occupations the class expected to find and actually found on the trip, the child should be able to list most of the occupations involved in the total operation of the business.	1. The class will take a field trip to an airport, shop, etc. to discover how many occupations are involved in its total operation. 2. Before the field trip the class will prepare a list of occupations they expect to find which contribute to the business. After the field trip the class will prepare a list of occupations actually found during the field trip which contribute to the business, and how they are inter-related in the total operation.	Transportation Business place Wilkinson "Come to Work With Us in an Airport" Sextant 1970.	Teacher observation of student observation and participation during field trip. Pre-list and post-list of occupations.

WORK WORLD

Grade 2

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After construction and discussion of a chart classifying occupations as professional, skilled and unskilled labor, the child should be able to list two people for each category	1. The children will construct a chart to be used to classify occupations in various ways Professional | Skilled Labor | Unskilled Labor 2. Each child will list at least two people that are representative of each classification from the chart.	Chart - classifying comes from child's own knowledge "Our Working World" SRA "Come to Work With Us in..." Series - Sextant Children's list	Teacher observation of the chart. Teacher observation of each child's list.

WORK WORLD

Grade 2

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Individual Psychological Factors) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After class discussion, to establish meaning of the difference between producers of goods and services, the child should be able to list correctly his classroom activity under the two headings.	1. The teacher will guide the class to understand the meaning of the terms "producers of goods" -- and "producers of services".	Our Working World Series SRA Neighbors At Work pages 5-11 Science Research Associates, Inc. 259 E. Erie St. Chicago, IL 60611	Take a sampling of half the class to determine the understanding of the difference between the terms producers of goods and services.
	2. The child will make a list from a teacher prepared sheet of their classroom activities and place them under the right column -	Teacher prepared sheets	Teacher observation of each child's list.

	Producer of goods	Producer of services
1.	worksheet	watering plants
2.	art proj.	doing the boards

WORK WORLD

Grade 2

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After construction of a grocery store and a bank in the classroom, and role playing, the child should be able to use the vocabulary associated with each job and act out how they are performed.	1. The class will set up a play grocery store and a bank for the purpose of providing the grocer with money for banking, savings, and checking accounts. 2. The children will role play these jobs using the vocabulary associated with ...purchasing ...paying bills ...banking.	Materials for the grocery store and bank. Our Working World Series Neighbors At Work pages 12-13 SRA Science Research Association Inc. 259 E. Erie St. Chicago, Ill. 60611 A list of vocabulary as it comes up for each area. Free Material: "The Story of Checks" Information Dept., Federal Reserve Bank of New York. 33 Liberty St., N. Y., N.Y. 10045 Book: 1. Elkin, Benjamin The True Story of Money Children's Press, 1960 2. Rees, Eleanor At The Bank Melmonte, 1959 3. Scootin, Laura Lets Go to a Bank Putnam, 1957	Observation of constructed work areas noting detail. Observation of the demonstration of the play role activities and the usage of the correct vocabulary.

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WORK WORLD

Grade 2

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work requires varying degrees and types of educational preparation. (Struc. & Nature Fact.) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using parent interviews and resource people, the child will be able to report on an interview and become aware of the different education and training procedures for various jobs.	1. The children will take home a teacher/class made set of questions about their parents' jobs and interview their parents. i.e. a. Where do you work? b. What do you do? c. How did you learn to do this? d. Do you produce something? What? e. What happens to it? f. Will you come to school to tell us about it? g. Will you come to school to tell us about your job and what you had to do to get it?	Interview sheets Parents/child	Teacher observation of interview papers and child's ability to relate the information to the class.
	2. Have parents or other persons from three levels of jobs - professional skilled labor unskilled labor come to school to be interviewed and talk to	Resource people	

SELF

Grade 3

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to relate qualities he possesses in order to be a good friend. The child should be able to show comprehension of the general qualities of friendship (as well as the ones he personally possesses) by verbally stating such qualities.	1. Conduct a discussion in which each child contributes the qualities he possesses for friendship. 2. Role playing depicting situations which show particular personality traits. Teacher-student discussion of learning to get along in games, homes and school.	Filmstrip: Character Building, Chicago, Ill., Encyclopedia Britannica Films, Inc., n.d. 16 filmstrips, colored. Filmstrip: Getting Along With Others, Chicago, Ill., Coronet Films, n.d. 16 mm. film. 14 min.	Observation of each child's participation and assessment of appropriateness of the specific qualities indicated as important for friendship. Observation of individual personality traits by pupils and teacher.

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SELF

Grade 3

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to communicate verbally and in writing his effect on the primary grades now that he has reached the top of the primary level.	1. The Principal can explore with the class their responsibilities and ways they might help set good examples for the lower grades.	Principal and class	Teacher observation of participation, noting each child's responses.
The child should be able to identify his effect on the primary grades (now that he has reached the top of primary level) by verbally stating such and/or writing a short paragraph.	2. The children can make a picture and write a story about what they feel is most important in being a third grader in reference to the lower grades.	Beim, Jerold Kid Brother (Morrow, N.Y.,1952) Krasilovsky, P., The Very Little Boy (Doubleday, N. Y., 1962) Zolotow, C., Big Brother (Harper & Row, N. Y., 1960 "Communication" Focus on Self-Development, Stage 2: Responding SRA, 1971	Observation - of how each child feels important. Observation - of children performing what they felt was important.

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SELF

Grade 3

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After going on a field trip to a communications center, the child should become aware that many jobs are a part of a complete operation.	1. The class will take a field trip to a Communications Center such as - Telephone Company Newspaper Office TV Station Radio Station	Transportation Communications Center Miner, The True Book of Communication, Children's Press, 1960	Pre-test and post-test of child's awareness of the varied jobs.
The child should be able to show awareness that many jobs are part of a complete operation by identifying (written) the role played by the people in a communication center.	2. Each child will choose one of the jobs from the center and write a short paper on how it contributed to the complete operation. Students read and report to class the role of the individual in the total operation of: TV Station Toy Factory Airport Hospital Aerospace House Construction	Contact Oshkosh Telephone Co. for free materials Filmstrip: 641261: The Community Series: Communication, New York, McGraw-Hill Co., n.d. 8 filmstrips each $7.75. McGraw-Hill textfilms, 330 W. 42nd St., N. Y., N.Y. 10036 Sextant Series, Come to Live With Us, Milwaukee, Wis., Sextant Systems, Inc., n.d. 3048 No. 34th St., Milwaukee, Wis.	Observation of each child's awareness of how this job fits in.

SELF

Grade 3

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using home experiences the child should be able to write or demonstrate how his performance of routine home tasks provides him with dignity and worth.	1. Child will choose one or two routine chores that he performs at home and report orally how it contributes to the well-being of himself and his family.	Child's experiences Stull, Edith, My Daddy Lost His Job, Syracuse, N.Y., L.W. Singer Co., 1967.	Observation of the child's awareness and value of a job well done and one not well done.
	2. Child will dramatize contrasting situations involving routine chores done well and done poorly, showing how it affects the family and himself.	Child's experiences Film: A Day with the Family, Milwaukee, Wis., Roa's Films, n. d. 16mm film. Story #10 - An Important Chore SRA Reading Lab, Listening Skill Builder	Participation and written exercise.

Concept: Work means different things to different people.

Grade 3

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a variety of magazines and newspapers the child should be able to assemble pictures that coincide with a given profession. Ex. Doctor, Nurse, Lab Technician = health	1. Class will collect pictures illustrating a wide variety of jobs to be assembled into a classroom scrapbook. 2. Field trip to a local business or mfg. concern (such as Sentry store or Super Valu, etc.) to encourage awareness that there are different kinds of work within one establishment.	Magazines Newspapers Scrapbook Local industry Transportation Book Green, Carla, What Do They Do? New York, Harper & Row, 1963. Film: The Factory: How a Product is Made, Santa Monica, Calif., BFA Educational Media, 1957. 16 mm film. (Rental-$8.00)	Observe the diversity and quality of pictures gathered. Pre-test and post-test.

SELF

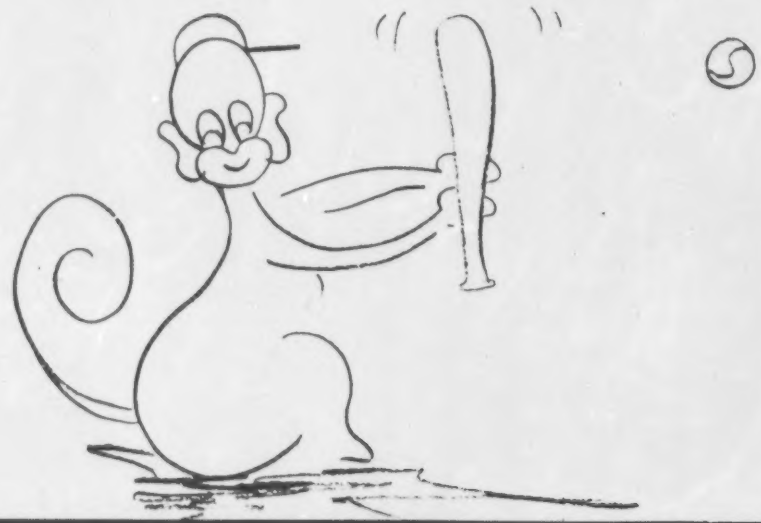
Grade 3

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Become aware of the different meanings work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using audio-visual materials, a resource person and actual participation the child should be able to compare the vocational and avocational aspects of a hobby.	1. Show a film on professional baseball, and follow it with a class discussion of the players' motives for playing. 2. Divide into teams and have a baseball game and challenge another grade.	Film - from Public Relations representative of a professional team. Screen projector Teams, ball, bat, pinnies, bases. Focus on Self-Development, Stage 2: Reponding SRA 1971	Compare the motives of the professional player and the classroom child's motives.



SELF

Grade 3

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using objects associated with various leisure time activities, the child should be able to write a paragraph about several leisure time activities in which he has not previously participated.	1. Each child brings an object he uses in a leisure time activity to display on tables or shelves.	Objects brought from home Display area Objects	Observation of each child's participation and interest
	2. The child acts out his favorite leisure time activity in charades. The class must associate the activity to the object the child brought. (See act. 1)	Discussion pictures for beginning Social Studies, Harper & Row Books: Johnny the Clockmaker E. Ardizzone Crow Boy T. Yashima	Observation of each child's participation and interest

WORK WORLD

Grade 3

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society. (Soc.-Ec.-Pol. Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a specific example of job displacement, the child should be able to list several possible solutions, which will affect the worker's total life.	1. Give the children an example of an industry closing down in their community, etc. A newspaper stops publishing. Mr. Smith was the sports editor. He has lost his job. What will he do now?	Community Newspaper Stull, E., My Daddy Lost His Job, Singer, 1967 Living As Neighbors Holt Urban Soc.St., 1966 with Teacher"s Manual	Teacher observation of the discussion and list compiled to determine whether the students have explored many options to the problem and were aware of the advantages and disadvantages of each option.
	2. The class will list the options open to him: i.e. 1. Taking a job with another paper in a new community. 2. Taking a different job but staying in the community. 3. Unemployment	Class list on chart paper Story "Red Rooster" E. Boutwell (Reprinted on p.95 of SRA - Our Working World- Families at Work. Resource Unit Discussion questions on p. 168.	

WORK WORLD

Grade 3

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Indiv. Psych. Factors) Recognize that occupations develop to fulfill the social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
After reading biographies and graphing the results of an interest survey, the child should be able to see the relation of hobbies and vocations.	The children read biographies of famous people such as George Washington Carver and Thomas A. Edison to discover childhood interests and hobbies which may have lead to vocational decisions.	Biographies	Oral check in which the child states at least 3 interests or hobbies which lead to a vocational choice
	Children conduct a survey of adults concerning hobbies the adults had as children and what hobbies these adults have now. Graph the results of the survey.	Adults survey questions Chapter 8 - about hobbies 1001 Valuable Things You Can Get Free - Mort Weisinger	Observing the graph.

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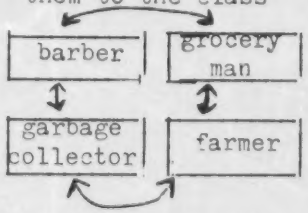
WORK WORLD

Grade 3

Subject/Dept. _____

Concept: Occupations exist for a purpose.

General Objective: (Structure & Nature Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the construction of a chart depicting the interdependency of workers, the child should be able to explain what the chart means.	1. Children work in small groups to develop a circular chart showing the interdependency of workers. Upon completion of the charts, the group may explain them to the class  	Chart Film: Economics: Workers Who Build Houses, Santa Monica, Calif., BFA Educational Media, 1970. 16 mm film. 11 min. People Who Help Our Community, Parnassus, N.J., Troll Associates. 10 transparencies.	Teacher observation of the chart and child's ability to explain it.
After examining the process involved in manufacturing a product, the child should be able to sequentially list the steps necessary to complete a finished product.	2. Class will examine a product, (i. e. shoes) from its origin to its completion.	American Footwear Institute, How Modern Shoes are Made, New York, the Institute, n.d. The Factory: How a Product Is Made, Santa Monica, Calif., 1957. 16 mm film. Come to Work With Us Series-Children's Press. Unit 5: Level 3 The Social Sciences	Teacher observes to see if the child can make an accurate list.

WORK WORLD

Grade 3

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Indiv. Psych.Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By creating a mobile and identifying specific producers of goods and services, the child should be able to verbally explain their dependency on each other.	1. Each child creates a hanger mobile depicting the need for various workers in the community. Teacher stresses the need for "balance" of producers of goods and services.	---Hangers ---Wire strings ---Pictures of producers of goods and services Filmstrips #B-1538 and B-1551 "Interdependent Nation" Jenn Publications Social Studies Worksheet #B239.	Teacher observation of mobile and listening to child's account of why the goods and services on his mobile "balance" in the economy.
	2. List outer clothing and items in purse or pocket. Make chart.	Teacher-made worksheets Children's items "How" Series,Benefic Press Example: McCall, Edith S. and others, How We Get Our Clothing.. (1961)-Benefic Shannon, Terry About Ready to Wear Clothes, Melmont, 1961 Unit 5: Level 3 The Social Sciences: Harcourt, Brace 1970.	Observe lists noting their completeness and accuracy. Draw a picture of one adult you know. List or draw many of the people who depend on him. List or draw those upon whom he depends. An interesting class collage might be made from the results.

Goods I Have	Where they came from	
	Producers of Goods	Producers of Services
Boots	Goodyear Rubber	Sears
Pencil	Wallace Pencil Co.	K-Mart

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WORK WORLD

Grade 3

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discussing the vocabulary associated with banking and actually visiting a bank, the child should be able to match the vocabulary with the correct definitions on a teacher-made worksheet.	1. Discuss the vocabulary associated with banking. List. Use this list as a crossword puzzle. Example: s c a h investment i c n k g s	Crossword puzzle Playlet: "A Trip to City Bank" Stories and questions pp 39-145-Our Working World -- Families At Work. SRA Resource Unit	Teacher check for accuracy of puzzle
	2. Field trip to local bank. Seeing the vault, savings dept., loan section, etc.	Bank Book: Elkin, Benjamin, The True Book of Money, Chicago, Ill., Children's Press, 1960. Rees, Elinor, At the Bank, Chicago, Ill., Melmont Co., 1959. Rosenfield, Bernard, Let's Go to the U.S. Mint, New York, G.P. Putnam's Sons, 1960 Sootin, Laura, Let's	Teacher observation of student interest 1. questions asked of the guide 2. follow-up discussion 3. correctness of matching vocabulary with definitions

WORK WORLD

Grade 3

Subject/Dept.

Concept: There is a wide variety of occupations which may be classifed in several ways.

General Objective: (Structure & Nature Factors) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By participating in a classified activity pertaining to occupations, the child should be able to place them in the proper training categories.	1. Give class list of occupations on board -list training levels College | vocational | no training Place occupation at proper level	Teacher Resource: Our World of Work SRA Guidance Series Booklet, 1970 (Chart on p. 19)	Teacher and pupil review appropriateness of classsification.
Using local business the child should categorize the various jobs by training needed.	2. Select one local business, such as a department store, and have the class list the involved occupations by training needed.	Filmstrip Series: A Direction for Tomorrow, Bowman Kt 371.425 M747 "Money Tree" J622 "Jobs for the Now Generation" C113 "Cabbages to Kings" C737 "Compassion for People" AVID Corp. E55S "Employment Opportunities"	Completeness and appropriateness of classification.

WORK WORLD

Grade 3

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Struc. & Nat. Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After taking part in discussion and dramatization, the child should be able to explain at least four ways in which the child's school experiences will affect their future.	1. Ask the children to imagine what it would be like if there were no school. After initial enthusiasm is worn down, ask them to consider what it would be like to try to get a job, when they are grown, if they had not gone to school. 2. The children may dramatize an employer and prospective employee interview. The person seeking the job has never gone to school and has no training for any kind of job.	Teacher Resource: School Subjects and Jobs SRA Guidance Series Booklets, 1971	Sampling: Select five children, ask them to tell as many ways as they can that school will affect their future.

SELF

Grade 4

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Understand the importance of examining one's strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the question, "What qualities must a class officer possess?" each student should contribute to a listing of leadership characteristics.	Individual research in library to identify particular personality traits exhibited by famous people, such as: presidents, military personnel, etc.	Media Center Filmstrips: 1. Character Formation Bailey Films, Inc. 2. Developing Your Personality, Ency. Britannica 3. Foundations for Occupational Planning SVE Series A 778 SA "Who Are You?" "What do You Like to Do?"	Teacher observation of pupil participation and characteristics identified.
Given a list of leadership characteristics the child should be able to list those he believes he possesses.	Conduct classroom campaign for election of class officers in which each child relates his own characteristics.	List of leadership characteristics as compiled by teacher and class cooperatively. Books: 1. People of Destiny Series, - Children's Press 2. Social Sciences: Concepts & Values, (Gr.4) pg.22-29 Harcourt Brace 1970 3. Focus on Self-Development, Unit M., Stage 2 (Responding) SRA Story record	Teacher observation of realistic self appraisal.

SELF

Grade 4

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of topic sentences, each student should be able to increase his awareness and acceptance of self.	The child will write a paragraph using one of the following topic sentences: I get angry when... My most embarrassing moment was... My happiest day of my life was...	Past experiences of each child	Teacher awareness of child's understanding and acceptance of self.
Each student should be able to collect and rank from available newspapers and magazines pictures of people performing occupational tasks that interest him.	The child will collect pictures and rank in importance as viewed by the child people performing occupational tasks which reflect his own interests and abilities.	Newspapers and magazines Me,Myself and I Series 202 A-F (filmstrips & records) Eye Gate House Learning to Live Together Pt.2, SVE Educational Filmstrips and records F802 Series: 1.Getting Along with Your Family. 2.Chuck Learns About Sharing. 3.Learning How To Be Liked. 4.Learning to Make Friends.	Teacher awareness of child's meaningful choices and attitude toward different occupations.

SELF

Grade 4

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Accept that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the child's daily contacts with people in his community, the student should be able to make a generalization that people bring dignity and worth to their job.	The children will list and discuss the persons who affected their lives that day.	People in community Filmstrips: Foundations for Occupational Planning SVE Series A778 SA: "Who Are You", "What Do You Like to Do"	Teacher's observation of how each child values other people and their occupations
Using job experience of a variety of people in the community, the child should become aware of the dignity and worth of each job.	Several workers from widely varying occupations will visit the classroom and explain the value of their work to the community.	People in community	Pre-test and post-test of child's attitude toward various occupations

SELF

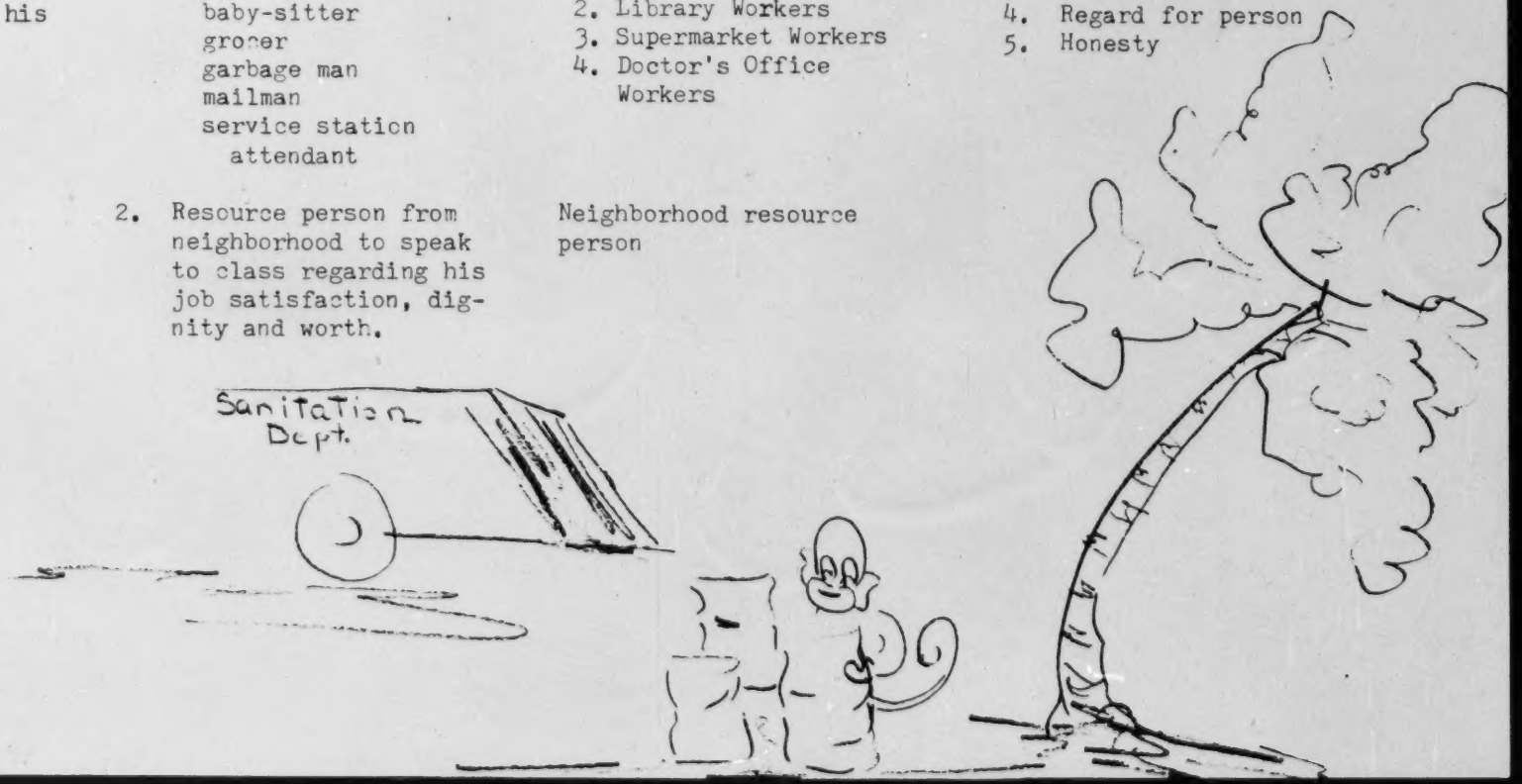
Grade 4

Subject/Dept. _____

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate the manner in which work may prove the opportunity for individual to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the neighborhood environment, the child should be able to identify by listing ways in which work provides opportunity for the individual to enhance his dignity and worth.	1. Child will choose one person in his neighborhood that he feels gives dignity to his job and tell why. Such as: baby-sitter grocer garbage man mailman service station attendant	Neighborhood Community Workers & Helpers, SVE Educ. Filmstrips & records. F210 Series: 1. School Workers 2. Library Workers 3. Supermarket Workers 4. Doctor's Office Workers	Checklist; which might include: 1. Speaks courteously 2. Conscientious performance of task 3. Cheerfulness 4. Regard for person 5. Honesty
	2. Resource person from neighborhood to speak to class regarding his job satisfaction, dignity and worth.	Neighborhood resource person	



SELF

Grade (Intro.) 4

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using biographical information, the child should be able to list environmental factors that may have influenced the person in the biographical sketch (es) toward career development.	1. Teacher might read a short biographical sketch or sketches to the class to stimulate interest in investigating environmental affects on one's career.	Lives of Poor Boys Who Became Famous by S. D. Balton (Crowell Co.) Books: People of Destiny Series Children's Press	Awareness and accuracy of identifying environmental factors.
Using knowledge gained through discussion of environmental factors, the child should categorize the factors which affect one's career development.	2. Class discussion of the environmental factors in the community which affect career development, such as: 1. size 2. location 3. availability of natural resources 4. higher educational facilities.	Teacher - child experiences and knowledge Tapes: Biographical Troll Associates Film: 1. People Are Different And Alike. Coronet, 65 E. Water St.,Chicago, Ill. 60601 2. Jobs In The City (Women At Work) F-20 Centron Ed.Films 1621 W. North St. Lawrence, Kansas	Awareness of accuracy and appropriateness of categorization.

SELF

Grade 4

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Begin to realize that individual factors affect one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using local occupations, the child should enumerate local jobs which are wholly dependent upon environmental factors	1. List the jobs in our community which are wholly dependent upon environmental factors, such as: 1. college professor 2. airport controller 3. marina operator	Community environment Chamber of Commerce Telephone Directory	Accuracy and quality of the list of jobs.
	2. Field trip to an establishment which is wholly dependent upon environmental factors, enumerating through discussion the relationship between factors and occupations.	Local establishment Transportation Filmstrips: 1. Working Together On Man's Earth(12060) Ency. Britannica 2. Living on Man's Earth (11880) Series of 9 Ency.Britannica 3. Man's Earth Home (11990) Series of 8 Ency. Britannica	Accuracy and quality of the list of jobs.

SELF

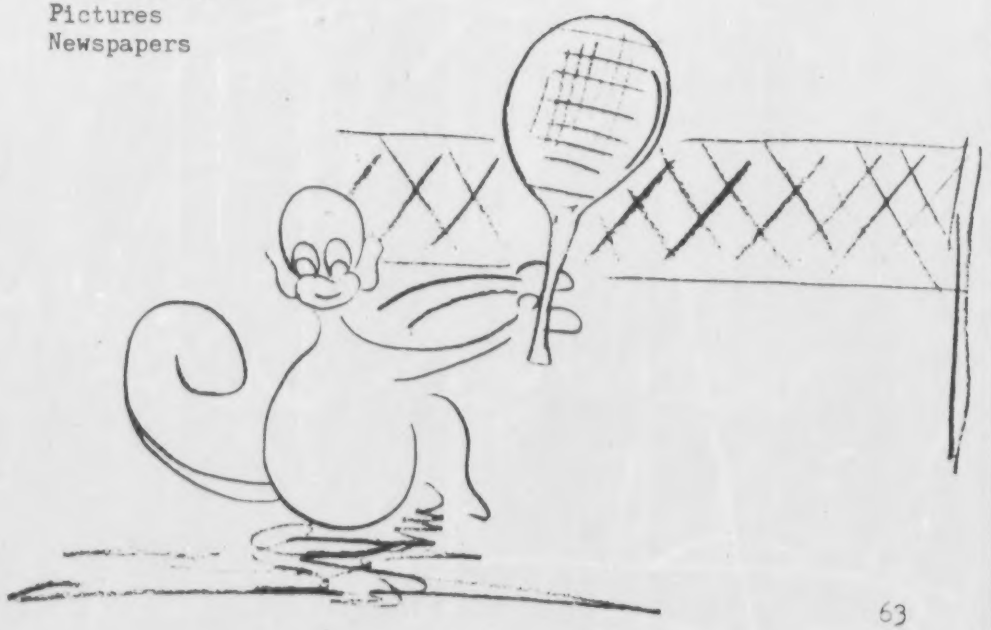
Grade 4

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Begin to understand that an individual's occupation can influence his life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing, through discussion, family and community experiences, the child will list or illustrate ways that an individual's occupation can influence life style.	1. Class can discuss and list the ways that occupations influence leisure time. Teacher may write a partial list and ask children to complete it by thinking of what workers might like to do in leisure time.	Family and community experiences.	Teacher observation of child awareness through composition of list and bulletin board.
	2. Bulletin board developed around the theme "When Workers Aren't Working", illustrating leisure time activities of workers of various occupations.	Media Center Pictures Newspapers	



SELF

Grade 4

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Begin to understand that a preferred life style may influence one's occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through matching pictures and dramatization, the child should express ways in which a preferred life style may influence one's occupational choice.	1. Collect pictures showing various life styles and match them with appropriate occupations, such as: 1. Teacher - Summer Projects 2. Doctors - clothing 3. Factory worker - discount store	Newspapers, magazines Filmstrips: What Will I Be? Educational Communications Ind.,Inc.	Accuracy and appropriateness of matching.
	2. Class will divide into groups and present skits, showing the various life styles as related to one's occupational choice.		Teacher awareness of child's understanding as demonstrated by skit.

SELF

Grade 4

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Begin to assess the meanings work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information or knowledge gained through discussion and resource personnel, the child should be able to identify through a checklist that work means different things to different people.	1. Class discussion of reasons why people work by asking questions, such as: a. What is the difference between work and play? b. What is the difference between work and hobby? c. When is work interesting and a pleasure? etc.	Child's experiences Study Prints: "People and Their Needs" Laidlaw Bros.,1970	Teacher observation of participation and understanding of different meanings of work.
	2. Conduct a panel consisting of fathers, neighbors, etc. in school community to discuss the various meanings of work.	Neighborhood resource people.	Checklist of different meanings that work may have, such as: 1. money 2. prestige 3. pleasure 4. work is boring

SELF

Grade 4

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Differentiate himself from others by describing how he resembles and differs from others. Understand the various ways of identifying and describing individual differences.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Utilizing available pictures, the child should prepare a collage comparing his own interests, abilities, attitudes and values with those of others in his class.	1. Each child will prepare a collage depicting his own interests, attitudes and values.	Pictures from various magazines, papers, etc. Art materials	Teacher observation of child's varied interests and self-appraisal.
	2. Assemble a bulletin board using individual collages, to illustrate and discuss how individuals resemble and differ in interests, abilities, attitudes and values.	Collages Filmstrip: "What Do You Like To Do" SVE Work Kit	Teacher observation of child's awareness of his relationship with others.

WORK WORLD

Grade 4

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using experiences or visual aids, the child will become aware that occupations develop from social needs and contribute to society.	1. The child will complete a statement such as: We need (doctors) because ... (firemen) (auto mechanics)	Child's experiences	Child's awareness of the needs of society.
	2. The child will develop a chart relating to social needs and compare and contrast the occupations of the past to those of today. Ex. Social Need Transportation Past — Present blacksmith — auto mechanic	Media Center Film - The American Road Ford Motor Co. Film Library Dearborn, Mich. 48121 Free Filmstrips: 1. Community Workers & Helpers F210 Series SVE 2. Farmer & City Man Need Each Other Material Center	Child's awareness of the changing needs of society.

WORK WORLD

Grade 4

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Recognize that occupations develop to fulfill social needs. Understand some of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered from resource persons, the child should become aware, through discussion, that occupations exist to fulfill individual psychological needs.	1. Resource person discuss with class the question "What does your career mean to you?" followed by question and answer period.	Examples of resource person: 1. football player 2. artist 3. machine worker 4. farmer	Quality of questions asked by class
	2. Child will choose one person in his neighborhood, ask him the personal meaning of his job and write a paragraph based on his findings.	Tapes: Biographical Troll Associates	Quality of content of paragraph.

WORK WORLD

Grade 4

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Structure Factor) Begin to understand that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a family experience, the child should show through discussion or visuals that occupational requirements influence educational preparation.	1. Child will discuss with family and record what additional education or training was required to retain or advance in his career.	Family experiences	Awareness of changing requirements
	2. Child will develop a visual showing that a career may require additional training or education.	Newspapers Magazines Family experiences Art supplies Filmstrips: 1. "What Do Fathers Do" 2. "What Do Mothers Do" 3. "Why Fathers Work" Edu-Craft 4. "My Mother Has A Job" Series Kit DW400AF Eye Gate House	Awareness of changing requirements

WORK WORLD

Grade 4

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: Recognize that there is a wide and increasing variety of occupations. Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource material, the child should be able to recognize that there is a variety of occupations and various ways of classifying them.	1. Each child will prepare a collage showing people working in a variety of occupations in Wis.	Newspapers Magazines	Variety of occupations included
	2. Each child, using his collage, will classify the occupations such as: Day - Night By industry	Collage Media Center Film: "Learning to Study Your State", BF1801 Filmstrips: "What Is a Job?" SVE Work Kit World of Work EFC 201-211 Series Edu-Craft	Degree of sophistication of the classification system.

WORK WORLD

Grade 4

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: (Individual Psychological Factors) Understand the various ways of describing meanings of work. Understand that work has a personal meaning to every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using experiences or the dictionary, the child should understand the various ways of describing work.	1. The children will develop a set of definitions for work giving all its meanings and uses, without use of dictionary. The dictionary will be used later for self evaluation.	Child's experiences Dictionary Filmstrip: Why Do People Work Visual Ed. Consultants	Variety of definitions
	2. The children will make a list of synonyms for the word work.	Child's experiences Dictionary Study Prints: "People and Their Needs" Laidlaw Bros., 1970	Variety of synonyms

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WORK WORLD

Grade 4

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Socio-Economic & Political Factors) Understand that different kinds of work requires varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using mass media or a resource person, the child should understand that changing social problems affect work and education.	1. Class discussion based on ecological problem such as non-returnable bottles, to show how this will create diferent kinds of work.	Mass media	Appropriateness and depth of discussion.
	2. Resource person to discuss how the above ecological problem will affect the operation of his plan. Follow-up: Question and answer period	Resource person	Participation in and understanding of presentation.

WORK WORLD

Grade 4

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Understand that different kinds of work requires varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence the content and direction of educational preparation. (Structure and Nature Factor)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through dramatizations or field trips, the child should demonstrate orally or in writing, that different kinds of work require varying educational preparation.	1. Dramatize a job interview in which a perspective employer rejects an applicant because of a lack of education. Follow-up: Discussion of factors involved.	Student Participation.	Teacher observation of participation in dramatization or discussion.
	2. Field trips with resource persons, explaining educational needs for occupations. Ex. City Manager	Resource people. Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	Teacher observation of participation in discussion.

WORK WORLD

Grade 4

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: Recognize that jobs are coordinated in the production of goods and performance of service. Become aware that worker cooperation is essential.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Using community resources, the child should recognize that the individual and environment influence career development.	1. Take a field trip to a local industry such as .... to recognize how each job depends on others. Follow-up: Discussion.	Local industry	Ability to recognize and discuss
	2. Have a resource person such as a nurse tell about the cooperation necessary in an operating room. Follow-up: Question and answer period.	Resource person Book: People and Their Actions in Social Roles, page 86, Prentice Hall, 1967	Ability to recognize and discuss

SELF

Grade 4

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Recognize that career development is influenced by changing individual and environmental facts acting separately or together. (Psychological Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a film, the student should be able to recognize that environment and individual potential interact to influence career development.	1. View a film such as "Wisconsin Dells Country" to show how a resort community is influenced by the interaction of individual and environmental factors. During the film, the child will list these factors	Film: "Wisconsin Dells Country" Wisconsin Dells Chamber of Commerce	Ability to identify important factors
	2. Using individual lists, the class will compile a list of the most appropriate factors.		Ability to identify the most significant factors.

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WORK WORLD

Grade 4

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Understand that an individual's occupation can influence his life style.
Understand that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Using the child's knowledge or a life situation, the child should understand that occupations and life styles are interrelated.	1. Teacher-class discussion of meaning of life style and application of this meaning to themselves, indicating the affect on an individual's occupational choice.	Child's knowledge and experience.	Self-analysis
	2. Give each child a life situation such as an allowance of 50¢ per week for six months and identify how it would be used.	Life situation Filmstrips & Records: 1. Dollars and Sense Troll Associates 2. Six Families in the U.S. series 6446 Ency. Britannica	Realistic application to meaning of life style

WORK WORLD

Grade 4

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Recognize that an individual's occupation can influence his life style. Recognize that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge and experiences, the child should recognize that a preferred life style may influence occupational choice.	1. Have each student select one occupation and indicate a preferred life style.	Child's knowledge and experiences	Ability to recognize that a relationship exists
	2. Have each student illustrate the relationship of occupations to life style.	Child's knowledge and experiences	Ability to recognize that a relationship exists

CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Realize that different kinds of work require varying degrees and types of educational preparation. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using an oral report or illustration, the child should realize that different kinds of work require varying degrees or types of education.	1. Child will choose three occupations from a teacher-devised list and orally report on the education and/or training needed in each occupation. Examples: barber — engineer doctor — janitor electrician — nurse	List of occupations Media Center Filmstrips & Records: 1. Community Workers & Helpers, F210 Series SVE 2. World of Work EFC 201-211 Series SVE WORK KIT	Completeness of education requirements
	2. Child will illustrate through drawing, cartoons, or pictures, different kinds of work which require: a) math b) reading c) spelling	Teacher Resource: School Subjects & Jobs, SRA Guidance Series Booklets, 1971	Variety of work requiring similar education

CAREER PLANNING AND PREPARATION

Grade 4

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Aware that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing a community resource person, the child should become aware, through discussion, that different types of work require varying degrees and types of educational preparation.	1. Resource person to discuss with class the updating of educational and training requirements needed for continual competency; such as: black/white versus color TV - repairman	Community resource person. Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	Appropriateness and depth of questions the student asks during discussion.
	2. Resource person from local technical institute to discuss with class the education and training requirements needed for various occupations.	Community resource person.	Appropriateness and depth of questions the student asks during discussion.

CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Awareness of employment trends and changes

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a resource person or skit, the child should become aware, through discussion, that occupational supply and demand has an impact on career planning.	1. Presentation by a resource person from local industry who has experienced a change of employment due to supply and demand, such as a telephone operator or teacher, followed by question and answer period.	Community resource persons. Book: Social Sciences: Concepts & Values, pg.166 Harcourt & Brace, 1970	Quality and depth of discussion.
	2. Class-prepared skits showing how current trends affect supply and demand, such as long hair affecting the occupation of barbers, followed by class discussion.	Child's experiences.	Quality and depth of discussion.

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CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Awareness that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should show awareness, through pictures or lists, of employment trends and changes.	1. Child will collect and assemble pictures in a scrapbook depicting employment trends and changes.	Newspapers, magazines, etc.	Completeness and content of scrapbooks.
	2. Each child will choose one occupation in Wisconsin and list employment changes; such as: a. lumbering b. farming c. dairying	Media center Child's experiences Video Tape: Paper Industry, V30-H Sony (Available UW-O)	Quality of list of employment changes.

CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource persons, the child should develop an awareness that career is influenced by changing individual and environmental factors.	Child will discuss the lives of famous persons who have a change in their career for various reasons such as: age injury illness education retirement	Community Books: People of Destiny Children's Press	Suitability of oral report.
	Interview available grandparents and list the changing factors which influence career choice and development such as: lumbering mining grocers	Grandparents	Teacher's evaluation of list.

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CAREER PLANNING & PREPARATION

Grade 4 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training and Education) (Information Gathering) (T. & E.) Awareness that individuals can develop potential which can be utilized in a variety of occupations. (Info. Gath.) Aware that individuals are able to develop potentials which can be expressed in a variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered through visual aids or research, the child should be aware that individuals can develop potentials in a variety of occupations.	1. Show films and filmstrips on occupations. Have students point out skills needed for specific occupations. 2. Each child will select one occupation and research it for skills needed.	Big City Workers Little Town U. S. A. Eyegate Filmstrips & Records: 1. World of Work EFC 201-211 Edu-Craft 2. Community Workers & Helpers, Series F210 SVE Work Kit 3. Foundations for Occupational Planning, SVE Series A778SA: "What Is A Job?" "What Are Job Families?" "What Good Is School?" Film: "Build A Better Life" National Assoc. of Homebuilders, Plastic Reel Assoc. of America 640 So. Commercial Ave. Carlstadt, N.J. 07072 ($35)	Ability to identify skill requirements for specific occupations.

CAREER PLANNING & PREPARATION

Grade 4 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training and Education) (Information Gathering) (T. & E.) Awareness that individual potential can be developed in a variety of occupations. (Info. Gath.) Aware that individuals have the potential to develop skills in a wide variety of occupations. Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using his own experiences, the child should develop, through listing and acting, an awareness that an individual's potential can be developed in a variety of occupations.	1. Class may develop a hypothetical person, (silhouette on bulletin board), making up his interests and abilities. Then compile a list of occupations the individual might do well because of his interests and abilities.	Class experiences	Teacher observation of the relationship of interests and abilities to the occupation.
	2. Class will choose one subject. Then each child will choose an occupation that uses the subject and act out the occupation in charades.	Child's experiences Media Center	Teacher observation of the variety of occupations related to specific subjects.

CAREER PLANNING AND PREPARATION

Grade 4 (Intro.)

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Information Gathering Factors) Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions. (Tr. & Ed.) Awareness that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered through resource people, the child should become aware that career development is a life-long process.	1. Teacher model - teacher uses personal experience to illustrate how past experiences influence career choice. Follow-up with question and answer period.	Teacher	Ability to identify how influences affect career choice.
	2. Ask a resource person from the community to explain how his life-long experiences have influenced his career choices. During the presentation students will record various career influences which will be the basis for class discussion.	Resource person from the community	

CAREER PLANNING AND PREPARATION

Grade 4

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Information Gathering Factors) Aware that individuals must consider many variables as they develop their career goals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained through experiences or research, the child should become aware that career development is influenced by a continuous series of choices.	Invite Senior Citizen Program Members to discuss how peers, family and community background influenced their choice of careers.	Senior Citizens	Discussion and Teacher observation.
	Ask local Juvenile Aide officer to discuss how criminal acts may affect jobs.	Juvenile Aide Officer	

SELF

Grade 5

Subject/Dept.

Concept: An understanding and acceptance of self is important throughtout life.

General Objective: Understand the importance of examining one's strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of varied physical education activities the child should be able to choose the one in which he can perform the best	Set up a variety of physical education activities to include: Soccer Softball Football Volleyball Tumbling Rhythms	Physical education guide and P.E. specialists.	Teacher and pupil observation of self appraisal and performance.
Given a list of tasks involved in preparation of a class newspaper each child should be able to select and perform tasks for which he feels he is best suited.	Formation of class newspaper including the following sections: Editorials Sports Cartoons Feature Articles Opinion Polls Creative Writing	Information Kit Milwaukee Journal Staff Oshkosh Daily Northwestern	Teacher and pupil observation of self appraisal and the quality of class newspaper.

Self

Grade_____

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept._____

General Objective: Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a daily record, each child should be able to identify and evaluate his actions daily.	The child will maintain a daily record which may include the following: What I did today that was good? What I would change tomorrow if I could?	Self inventory	Teacher-student periodic interaction on daily record.
Using the pictures of occupational tasks, the child should be able to rank and explain the reasons for his choices.	The child will collect or draw pictures of people performing tasks which reflect his own interests and abilities. The child will rank with written explanation the basis for the order of importance.	Newspapers, magazines, and drawings. Me, Myself, and I series (filmstrips and records) Eyegate House	Teacher awareness of child's meaningful attitudes toward different occupations.

SELF

Grade 5

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Accept that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources and Materials	Evaluation Procedures
Using information gathered through research, the child should be able to develop an awareness of the dignity and worth of various jobs.	Role playing of widely varying occupations of a particular region of the U.S. such as: coal miner farmer fishermen garment worker	Media Center Filmstrip & Record: "Six families in the U. S." Encyclopedia Britannica	Pre-test and post test
	Discussion of the unpleasant features of widely varying occupations	Pupil experiences	Individual participation and ability to recognize and accept unpleasant features

SELF

Grade 5

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate the manner in which work may prove the opportunity for individual to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a teacher-pupil devised questionnaire, the child should be able to interview and record opinions of others concerning the importance of a specific job.	1. Conduct a neighborhood opinion poll concerning the importance of a class selected job (such as garbage man or city street crew) to the persons being interviewed	Questionnaire Neighborhood Class itself	Results of opinion poll itself.
	2. Tabulate the opinion poll and through discussion formulate generalizations concerning the results of the poll.	Opinion poll questionnaires	

SELF

Grade 5

Subject/Dept.

Concept: Work means different things to different people

General Objective: Begin to assess the meanings work may have to individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using visual aids, the child should be able to state, in writing, the various meanings that work may have for individuals.	1. Children will make sets of cartoons showing where a particular kind of activity may be a means of earning a living or a means of recreation, such as fishing, baseball.	Media Center pictures magazines, etc.	Cartoons themselves Paragraph describing the meanings work may have.
	2. Film or filmstrip	Filmstrip B544-"We Ride the Pony Express" Film BF406-"The Truck Driver"	
	3. Using the following list of activities, the child will name two people, one for whom the activity would be fun and for the other a job: a. strawberry picking b. driving a vehicle c. driving a tractor d. washing dishes	List of Activities	Suitable lists

SELF

Grade 5

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Differentiate himself from others by describing how he resembles and differs from others.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using check list provided, the child will assess his own interests, abilities, attitudes and values.	1. Class will compile a check list concerning their interests, abilities, attitudes and values, after which each child will assess himself by use of check list. Items which might be included are: 1. I like to be by myself. 2. I like to help people.	Child himself Check list	Teacher observation of child's realistic self-appraisal
Using information and ideas from audio-visual materials, the child will brain storm the interests, abilities, attitudes and values of others	2. Films, followed by discussion.	"Goals & Dreams" story of Marilyn Van Derber Sterling Movies Booking Dept. 43 W. 61st St. New York, N. Y. 10023 "Life's Higher Goals" story of Bob Richards General Mills, Inc. 9200 Wayzata Blvd. Minneapolis, Minn. 55440	Teacher observation of child's realistic appraisal of others

SELF

Grade (Intro.) 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using placement of tags on a map of the United States, the child will become aware of the relationship between physical environment and occupations.	1. Child will place on a map of the United States, tags which identify the general occupations of each area.	U. S. Map Board, salt, flour and water for map.	Accuracy in placing occupational tags in geographical areas.
Through listening activities, the child should state briefly how environmental factors of a geographical area affect career development.	2. Activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as: "Pick a Bale of Cotton" "Blow the Man Down" "Home on the Range"	Media Center Recordings Music Specialist Filmstrips & Records: 1. "Six Families in the U.S." Ency.Brit. 1971 2. Working in U.S. Communities I & II SVE Film: BF 306 The Central Farming Region	Accuracy in listening and responding.

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SELF

Concept: Environment and individual potential interest to influence career development.

Grade 5

Subject/Dept.

General Objective: Begin to realize that individual and environmental factors affect one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources and materials, each child should list or discuss occupations in the United States which are wholly dependent upon environmental factors.	1. Child will list the jobs in the United States which are wholly dependent upon environmental factors, such as: 1. stevedore 2. sheep herder 3. trapper 4. lumberjack	Social Studies texts Harcourt,Brace,Janovich Media Center Film: BF-1502 "The Lumberman" BF-301 "Cattlemen: A Rancher's Story" Filmstrips: D1501-1600	Accuracy and quality of the list of jobs.
	2. Film or filmstrip which may show work in different geographical areas, and discussion of the affects of the geographical locations on occupations.	"Where People Live - Work" - Vis. Ed. Consultants "Working in U.S. Communities", SRA Filmstrips: B1532-B1534 "Redwood Industry" B1510 "Story of West Coast Lumber" B1511 "Fishermen of Gloucester at Sea" B1514 "Pacific Salmon Run" B312 "Cattle Raising"	Accuracy of answers to discussion questions. Summarizing.

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SELF

Grade 5

Subject/Dept.

Concept: Occupations and life styles are interrelated

General Objective: Begin to understand that an individual's occupation can influence his life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing neighborhood resources the child should incorporate information as to relationship of occupation and life style into a graph or chart.	1. Class will conduct a survey in their neighborhood, using a questionnaire devised by teacher and class, which could include: 1. type of work 2. leisure time activities 3. type of car 4. organization activities (Kiwanis, church, 4-H, dance groups)	Neighbor Questionnaire	Completeness and accuracy of information gathered.
	2. Class will organize information gained from survey (above) and draw conclusions about the interrelationship between occupation and life style.	Information from questionnaire	Teacher observation of compilation of information into graph or chart.

SELF

Grade 5

Concept: Occupations and life styles are interrelated.

Subject/Dept

General Objective: Begin to understand that a preferred life style may influence one's occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing television programs or research, the child should, by citing examples, demonstrate that a preferred life style may influence one's occupational choice.	1. Child will view and contrast orally the various life styles and occupations as portrayed by different television programs.	Television Programs	Accuracy of child's comments in contrasting life styles and occupations.
	2. Child will research & prepare a report from social studies texts and media center to contrast the various life styles and occupations, such as: farmer industrial worker miner	Examples- BF 543 -"The Great Lakes Area - Men Minerals & Materials" B-125 - "Men Who Build Our Houses" BF-306 - "The Central Farming Region" "Six Families in the U.S." Ency. Brit.Educ.Serv.1971 Filmstrips: B318-American Farmer B314-Farmer, Rancher B572-Industry	Accuracy and completeness of report in contrasting life styles and occupation.

WORK WORLD

Grade 5

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Begin to understand that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using various resource material, the child should become aware that occupational requirements influence educational preparation.	1. Use teacher model and her experiences to show that occupations require continual education. Class will prepare a list showing the variety of training.	Teacher Lawyer Doctor Engineer Nurse	Teacher notes child's awareness of variety in education and training for various occupations in his list.
	2. Child will select and research one occupation, showing the requirements necessary at different levels of complexity; such as: general practitioner to specialist practical nurse to surgical nurse	Media Center Teacher Resource: School Subjects and Jobs SRA Guidance Series Booklets 1971 "Compassion for People" Cassette & filmstrip Bowmar.	Teacher notes accuracy and content of child's research.

WORK WORLD

Grade 5

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Socic-Economic & Political Factors) Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should understand that occupations develop from social needs and contribute to the advancement of society.	1. Show a film such as: "Then and Now in the U. S." series to stress vocational changes and implications to people in our country. Follow-up: class discussion	Film: "Then and Now in the U. S." series Encyclopedia Britannica films	Child's answer to discussion questions to show awareness and understanding of the changing needs of society.
	2. The child will find pictures of workers who satisfy social needs and assemble them on a U. S. Map which is posted on a class bulletin board.	Newspapers Magazines Filmstrip Tapes: "Jobs for the Now Generation, Bowmar, 1970	Child's knowledge of which workers satisfy social needs.

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WORK WORLD

Grade 5

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Individual Psychological Factors) Recognize that occupations develop to fulfill social needs. Understand some of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using panel discussion or mural, the child should recognize that occupations exist to fulfill individual psychological needs.	1. Panel discussion consisting of people from different occupations, such as farmer, music teacher, doctor, businessman, to discuss the question, "What does your career mean to you?" Follow up with question and answer session	Community resource people	Variety and quality of questions asked by class during question and answer session.
	2. Mural illustrating the different meanings of work for people, such as money, physical activity outlet, and work with children.	Media Center materials for mural	Variety and completeness of mural.

WORK WORLD

Grade 5

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factors) Recognize that there is a wide and increasing variety of occupations. Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource material, the child should be able to understand that there is a variety of occupations and various ways of classifying them and these contribute to the whole community.	1. Resource person from Chamber of Commerce to discuss the wide variety of occupations in our local area. Class will review by listing specific occupations.	Resource person	Quality and variety of list.
	2. Class will develop a classification system for local occupations, such as: interests working conditions training requirements and show how they contribute to the whole community.	List of occupations in local area B251-"Workers in Littletown" Comparison with Colonial Life Filmstrips: B513-"Occupations & Amusements of Colonies" B519-"Earning a Living the in the Colonies" Career Games Laboratory Semi-Programmed Career Kit, Educational Progress Corp. Career Development Lab. Educational Prog. Corp.	Degree of sophistication of the classification system.

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WORK WORLD

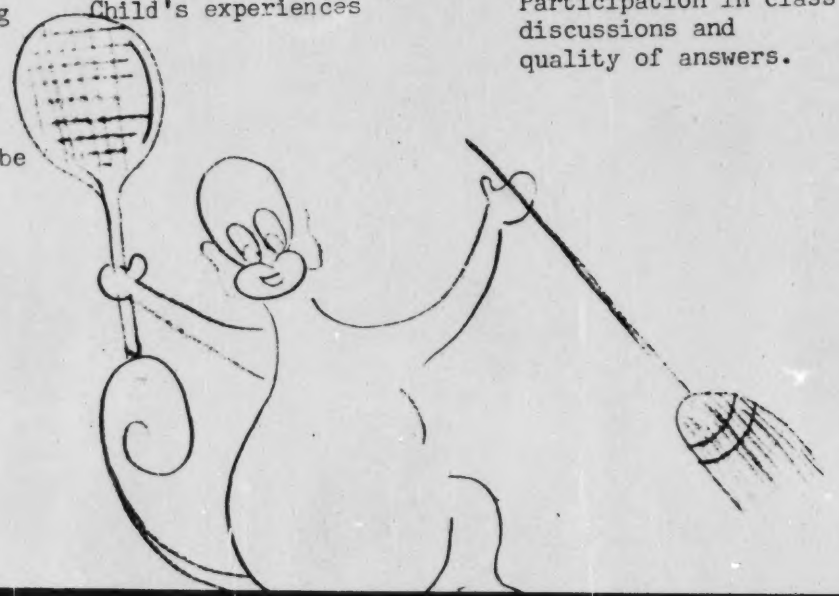
Grade 5

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Understand the various ways of describing meanings of work. Understand that work has a personal meaning to every person. (Individual Psychological Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using his own experiences, the child should show an understanding of the various personal meanings of work.	1. The children will make some judgment, in written form, related to the following statements: a. Difference between work and play b. Difference between work and hobby c. When work is interesting d. When work is boring	Child's experiences Study Prints: "People and their Needs" Laidlaw Bros., 1970	Critique of child's completed assignment.
	2. Panel discussion using following questions: a. Should children be paid for work done at home? b. Should children be paid for A's on report cards?	Child's experiences	Participation in class discussions and quality of answers.



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WORK WORLD

Grade 5

Concept: Education and work are interrelated

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Understand that different kinds of work require varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should understand that socio-economic and political problems affect work and education.	1. Class will discuss a current socio-economic and political problem, such as the SST, to show how it affects occupations and education.	Mass media Newspapers TV News reports	Appropriateness and depth of discussion of class members.
	2. Class will divide into teams to research and debate the pros and cons of the above problem.		Participation in and understanding of presentation during debate.

WORK WORLD

Grade 5

Concept: Education and work are interrelated.

Subject/Dept. _____

General Objective: (Structure and Nature Factors) Understand that different kinds of work require varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing local resources, the child should demonstrate orally, or in writing, that different kinds of work require varying educational preparation.	1. Invite high school students in business, distributive and industrial education classes to explain and discuss: a. for what job they are training b. how school is helping them for work now and in the future c. what are their training plans	Local high school students	Teacher observation of participation in discussion
	2. Field trip to Junior or Senior High School to observe different ways in which these students are educationally preparing themselves for future occupations, such as Printing Department Auto Mechanics Business Education	Local Junior or Senior High School	Completeness of listing

WORK WORLD

Grade 5

Subject/Dept. _____

Concept: Job specialization creates interdependency.

General Objective: (Structure & Nature Factors) Recognize that jobs are coordinated in the production of goods and performance of service. Become aware that worker cooperation is essential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing local resources or media center, the child should show an awareness, through test or list, that inter-dependency and cooperation are necessary to many jobs.	1. Field trip to a local establishment, such as an auto sales and service, to discover how clerks, salesmen, mechanics, etc. need to cooperate in their work. Follow up by question and answer period.	Local resources	Pre-test and post test.
	2. Class will divide into two groups to list: a. Careers in which cooperation is essential b. Careers in which cooperation is not essential.	Media center "A Direction for Tomorrow Series" Bowmar (filmstrips and cassettes) Oshkosh Public Library.	Accuracy and depth of list.

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WORK WORLD

Grade 5

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Recognize that career development is influenced by changing individual and environmental facts acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information from the media center, the child should show an understanding, through discussion or a paragraph, of the interaction of environment and individual potential.	1. Class will research and discuss a specific example to show how environment and individual potential influence career development; such as: a. Green Bay Packers influence occupations in town b. Climate and geographic area of Florida c. Space industry in Houston	Films: JF9 Mark Twain Filmstrips: B2412 Builders of America- Daniel Boone B2463 Buffalo Bill	Appropriateness and variety of factors in example.
	2. Each child will write a paragraph based on the topic "What it would mean to me to be.... a. A famous football player b. The first woman astronaut	Child himself	Child's understanding of others.

WORK WORLD

Grade 5

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Individual Psychological Factors) Understand that an individual's occupation can influence his life style. Understand that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using personal values, the child should show an understanding of the relationship of occupation and life style.	1. Child will write a paragraph based on topic sentence or story beginning to show his values: such as: a. If I could have one thing, I would..... b. Fisherman finds genie in a bottle and has three wishes. If I were he, I'd.....	"Six Families in the U. S." Ency. Britannica, 1971	Individual evaluation by each child of his values.
	2. Child will list, using above paper, the occupations he might choose in order to reach the above goals.	Teacher-prepared list of occupations for reference. Above paragraph Career Games Laboratory Semi-Programmed Kit Educational Progr.Corp. Career Development Lab. Educational Progr.Corp.	Realistic matching of occupation and goal.

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WORK WORLD

Grade 5

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Recognize that an individual's occupation can influence his life style. Recognize that preferred life style may influence occupational choice. (Socio-Economic & Political Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using personal experiences, the child should recognize that occupation and life style are interrelated.	1. Each child will keep a one-week Financial Record, showing his allowances, money earned for various jobs, and how it is used.	Child's earnings and experiences	Accuracy and completeness of record
	2. Class discussion of how adult income and life styles are related; such as: entertainment vacations snowmobiles type of home	Child's experiences Filmstrips: I 607 Spending Your Money I 608 Earning Your Money I 609 Making Money For You Sound Filmstrip: What Will I Be? Ed. Communications Industries, Inc.	Understanding and relationship of life style.

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WORK WORLD

Grade 5 (Intro.)

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: Begin to understand that conditions created by organized groups and institutions affect the world of work. 1. Supply and demand. 2. Physical facilities. 3. Federal, state, and local legislation. Begin to understand that conditions in the work world affect groups and institutions. (Soc. Ec.-Pol. Factor) Begin to understand the influences exerted upon the nature and structure of work by (a) Laws, (b) labor management, (c) professional associations, and (d) licensing regulations and society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing personal experiences and media center, the child should begin to understand that society influences the structure and nature of work.	1. Teacher-class discussion as to why society demands education of its members, in the context that school is work.	Class	Understanding of school as work and reasons.
	2. Class will list educational facilities that have developed as an outgrowth of society's demands, (nursery school, educational schools, college) and give examples of who might use the facilities.	Media Center	Completeness of list and examples.

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CAREER PLANNING & PREPARATION

Grade 5

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Realize that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing community resources, the child should become aware that different kinds of work require varying degrees and types of education.	1. Field trip to community resource (such as harbor, beauty operator, etc.) to have explained the occupational needs required for a specific job.	Community resources Transportation	Responses during the question and answer periods.
	2. Resource person (ecologist, insurance man, nurse) to explain to class the occupational needs required for a specific job.	Community resources	Responses during the question and answer periods.

CAREER PLANNING AND PREPARATION

Grade 5

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through an interview, the child should be able to organize and record information showing that occupational competency requirements influence educational preparation.	1. Each child will interview a person in his community and record his findings concerning the education and training competency necessary for the person's job area.	Community resource persons.	Completeness and organization of questions that child asks during interview.
	2. Child will organize and record, on cassette tape, the results of the interview with a community resource person, to be used by class as free-time activity.	Written record of interview. Cassette recorders Cassette tapes	Organization and quality of presentation on tape.

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CAREER PLANNING & PREPARATION

Grade 5

Concept: Occupational Supply & Demand has an impact on Career Planning.

Subject/Dept.

General Objective: Aware that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using dramatization or audio-visual media, the child should become aware, through discussion, that occupational supply and demand have an impact on career planning.	1. Children can dramatize and discuss, for example, the influence skateboards might have on the job market. Many children buy skateboards. Store asks factory for skateboards, which requires factory workers. Children tire of skateboards and demand ceases.	Child's experiences	Content and depth of discussion
	2. Film or filmstrip depicting supply and demand, followed by small group discussion of factors affecting occupational supply and demand.		Quality of factors included in small group discussions.

CAREER PLANNING & PREPARATION

Grade 5

Concept: Occupational Supply & Demand has an impact on Career Planning.

Subject/Dept. _____

General Objective: Awareness of employment trends and changes.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information from film or media center, the child should illustrate awareness of employment trends and changes.	1. Film presentation showing technological progress and its affect on occupations. Class follow-up by illustrating employment trends and changes with appropriate captions.	"Development of Transportation in the U.S." Encyclopedia Brit. Films 1150 Wilmette Ave. Wilmette, Ill.	Child's awareness of trends and changes.
	2. Each child will choose one occupation and draw two illustrations, contrasting past and present employment changes; such as: a. farming b. commercial fishing c. road construction	Media Center Child's experience Drawing materials Film: BF 1501 Printing Through the Ages Filmstrip: B 1501 "Sugar the Ages" For comparison with present: Film: BF 1503 "Beginning and Growth of Industrial America"	Content of child's illustrations.

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CAREER PLANNING & PREPARATION

Grade 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Aware of the many critical environmental elements which impinge upon career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained from others, the child should recognize that family, peer, and community may affect career development.	1. Child will choose one person and show in a written report the similarity of occupations within a specific family, such as: a. The Sinatras - entertainment b. The Kennedys - politics c. Mayo Brothers - medicine	Media Center Child's experience	Content of written report.
	2. Class will conduct a survey of people in their community to determine the elements which affected their career choice, followed by class discussion of the multiplicity of factors.	Community	Ability to identify appropriate factors obtained via survey.

CAREER PLANNING & PREPARATION

Grade Intro. 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource personnel, the child should develop an awareness that career is influenced by changing individual and environmental factors.	1. Child will discuss with relatives and report orally on changes of employment and reasons for same.	Relatives Local Newspaper	Suitability of oral report.
	2. Interview available teachers and list the changing factors which influenced career choice and development.	Teachers	Teacher evaluation of list.
		Teacher Resources: Our World of Work SRA Guidance Series Booklets, 1971	

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CAREER PLANNING & PREPARATION

Grade 5 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training & Education) - Aware that individual potential can be developed in a variety of occupations.
(Infor. Gath. Factor) - Aware that individuals have the potential to develop skills in a wide variety of occupations.
(Infor. Gath. Factor) - Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using past experiences, the student will show, through participation in class discussion, a knowledge of his own interests and abilities.	1. The class will discuss and compile a list of various abilities and interests they possess such as: writing swimming memorizing working well with others	Bailard, Virginia Your Abilities, Jr. Guidance Series, SRA Filmstrip: "What Do You Like To Do?" SVE-Work Kit	Teacher observation of depth and quality of the list.
Given a list of interests and abilities, the child should assess himself and relate his findings to occupations and career fields.	2. Using the check list, the child will assess himself and relate his findings to career fields or occupations.	Check list prepared by the class. Teacher Resources: School Subjects and Jobs SRA Guidance Series Booklets, 1971	Teacher observation of the child's self appraisal and appropriate relationship to occupations

CAREER PIANNING & PREPARATION

Grade 5 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training & Education)-Awareness that individuals can develop potential which can be utilized in a variety of occupations. (Infor. Gath. Factor)-Aware that individuals are able to develop potentials which can be expressed in a variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered on the relationship between abilities and occupations, the child should realize that individual potential can be used in a variety of occupations.	1. Small committees formed to discover occupations associated with various abilities such as: Music Ability Music dealer Music librarian Church organist	Humphreys, Anthony Choosing Your Career, SRA Edgerton, A.H. A Career Planning Guide The World Book Encyclopedia	Teacher's observation of recognition of the relationship of occupations to abilities.
	2. The class will review the occupation charts and discuss questions such as: How many occupations are listed under more than one ability heading?	Occupation Charts Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	

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CAREER PLANNING & PREPARATION

Grade 5 (Intro.)

Subject/Dept.

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Information Gathering Factors)-Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions. (Tr. & Ed. Factor)-Awareness that career development is a life-long process which unfolds from the interplay.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered from resource materials, the child should become aware that past experiences and decisions affect career choice.	1. Show a film in which a person has selected a career. During the presentation the child will list, in writing, influences on career choice. Follow-up - class discussion.	"Jackson's Tree," General Mills, Inc. Film: JFP-Mark Twain	Ability to recognize influences affecting career choice.
	2. The child will select one person and research the life-long influences on his career choice.	Media Center Film - BF 1502-"Lumberman" BF 2301-"Story of Christopher Columbus" Filmstrips: B2401-2500 Famous People "Builders of America" #8930 Ency. Brit. "Founders of America" #8910 Ency. Brit.	

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CAREER PLANNING & DEVELOPMENT

Grade 5

Concept: Career Development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Information Gathering Training & Education) - Aware that individuals must consider many variables as they develop their career goals. (Tr. & Ed. Factor) Awareness that individuals must consider many variables as they move through their developmental phases.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained through experiences or research, the child should become aware that career development is influenced by a continuous series of choices.	1. Define and brainstorm variables of career such as supply and demand, physical facilities, and their abilities.	Child's experiences	Participation, number, and quality of variables listed
	2. Select and research a person to determine the variables that influenced development of his career.	Media Center Examples: Films: BF2403-"Abraham Lincoln" BF2404-"Meet Mr. Lincoln" Filmstrips: Famous People B2401-2500 "Builders of America" Series #8930 "Founders of America" #8910 Ency. Brit.	Ability to locate and identify variables which affected a particular career development.

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SELF

Grade 1

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Music

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify an "incorrect" singing sound from a "good" singing sound.	Child is presumed to know that the quality of voices differ. Teacher begins by making incorrect singing sound and leads child to tell how it could be better. For young children obvious examples used could be - a. Voice too loud--like screaming. b. Voice has breathy sound in it. c. Sound isn't clear because mouth and throat aren't open. Older children may be able to hear more subtle differences.		Children can correctly identify incorrect from correct sound in singing voice and verbalize why it is correct or incorrect.

SELF

Grade 1 - continuing

Subject/Dept. Music

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Child will be able to produce correct and incorrect singing sounds with emphasis on continual production of the correct sound in individual and group singing.	In early elementary grades children can make a game in which one child produces correct or incorrect sound and others tell which it is and why. Discussion can be held on the physical production of sound - what actually happens in your mouth and throat when you produce both types of sound. Vocal exercises on syllables with the different types of vowel sounds are useful if done correctly--open throat, unified shape of lips, focused sound. (These activities are progressively more advanced)	Tape Recorder Songbooks Vocal Exercises (ascending and descending scales and arpeggios) Mirrors may be helpful in noticing position of tongue and lips.	Identification of the kind of vocal production is usually done by teacher on the children as a group. A noticeable improvement of the group's vocal sound as identified by the teacher and students themselves (using a tape recorder) is the ultimate goal of the objective. Checklists could be used for individual students to evaluate themselves in sound production.

Grade 3

Concept:

Subject/Dept. Music

General Objective:

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify the music of other countries and recognize the musical elements within it that make the difference by (written) recording the country and element.	Teacher will select key songs from Japan, Latin America, etc. that have peculiar characteristics. Children will listen to, sing, and analyze the music.	Rhythm instruments Melody bells (use in pentatonic scale) Music books with songs from different countries. Making Music Your Own, Silver Burdett Co.	Teacher presents a piece of music representative of Japan or Latin America and observes if child can identify song correctly and point out their respective characteristics.

IE3

WORK WORLD

Grade 3-4

Subject/Dept. Music

Concept: Occupations exist for a purpose.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Children will identify different jobs that require musical training. Child will be able to identify different jobs that require musical training.	Children look through magazines and pick out pictures of people involved in musical activities. Teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained. Answers may be grouped in 3 broad areas. 1. Conductor 2. Performer (solo or in a group) band, orchestra, chorus, dance 3. Intelligent consumer -buying records -buying music -buying instruments Children are asked if they know any people that hold one of these occupations. It will probably be pertinent to point out that people use music as an avocation.	Magazines - pictures articles	Children are able to list specific occupations requiring musical training. Teacher structures list of jobs.

WORK WORLD

Grade 5-6

Concept: Occupations exist for a purpose

Subject/Dept. Music

General Objective: (Indiv. Psych. Factor) Recognize that occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Children will identify and describe the social needs fulfilled by the work of popular musicians.	Through discussion of popular musicians choose one or two (possibly through class vote) and lead discussion on how their activity fulfills a social need (term social) may need definition). What is it children like about these chosen musicians - and why?	Information on the chosen popular musicians through magazines, Life, Look, etc. Recordings of these may be used to help identify the social need their music fulfills.	Teacher observation of students participation in discussion. Children may be presented with a check list of social needs and asked to identify the ones represented in popular musicians - and how.

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WORK WORLD

Grade 5-6

Subject/Dept. Music

Concept: Occupations exist for a purpose.

General Objective: (Struc. & Nature Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to create a melody for an exisiting short poem.	Children list items they have to know in order to be able to create a melody from a poem. This activity pre-supposes musical theory background in notation and pitch relationships. After each child has written his melody each one can be performed by child or teacher.	Piano Staff paper Resource people- band director music specialist piano student	Children list musical knowledge they used in creating their melody. Children and teacher evaluate melodies. Children discuss what specifically they would need to know in order to expand on their melody. 1. To play their melody on the piano-a student in class that plays the piano could explain needed knowledge. 2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

WORK WORLD

Grade 5

Subject/Dept. Music

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Struc. & Nat. Fact.) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The children's vocabulary will be increased and they will be able to classify jobs as obsolete and contemporary. The children will be able to recognize the value of singing to all workers.	Read chorally Walt Whitman's "I Hear America Singing." Discuss the jobs mentioned in the poem and their meaning. Which jobs are not common today? If this poem was being written today, what kind of jobs would be used? How does singing help people at work?	"I Hear America Singing" can be found in many literature books or in "Making Music Your Own" Silver-Burdett Co.	Ability of students to: 1. successfully complete choral reading 2. define unfamiliar terms 3. divide jobs into obsolete and contemporary 4. write short paragraph on how workers use singing

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WORK WORLD

Grade 5-6

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Str. & Nat. Factor) Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to classify musical occupations into the following categories: 1. educational background needed 2. economic renumeration 3. primary purpose served	1. Children may use information from magazine pictures of people involved in musical activities found previously. List musical occupations and categorize.	Magazines	Teacher observes classification of occupations by children.
	EDUCATIONAL BACKGROUND Lessons for many years	ECONOMIC RENUMERATION yes - or - no	PRIMARY PURPOSE A help to soloist or larger group.
	Advanced training probably degree	yes	Allows all people to play and sing together to the best of their ability
	Training -maybe vocational and college	yes	Enables people to play instruments
	College degree	yes	Uses music to help people mentally

SELF

Grade 5 - 6

Concept: Work means different things to different people.

Subject/Dept. Music

General Objective: Begin to assess the meanings work may have to individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will identify various meanings musical experience has meant to students involved in a variety of musical activities.	Bring in high school age students to give a short talk on the meaning of their music experience.	1. Resource people from high school. a. member of H.S. band b. member of H.S. chorus c. member of rock and roll band d. piano player e. member of drum and bugle corp.	Children will write a short paragraph describing visitors experiences and teacher will observe through reading the paragraph: a. Have children found similarities in the four student's work? b. Have they found differences? Through class discussion bring out different meanings of each students example. a. Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more. b. Student in rock and roll band probably obtains financial help through his work. Identify similarities and differences between the four student's talks.

WORK WORLD

Grade 1

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Begin to differentiate oneself from others.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify the rhythmic pattern of different names and produce physically and through some form of notation the correct pattern of a given name.	Individual names are chanted by the children in rhythm. Teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use. Each child's name is shown in a series of lines or notes. Now teacher names a child and any student may show this name by clapping the way it sounds - or putting the sound on the board. Teacher gives child two names and claps the pattern of one. Child tells which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.	Rhythm instruments	The child is able to identify and show physically and visually rhythmical patterns as they vary from name to name.

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SELF

Grade 1

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept. Music

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to differentiate aurally between man's, woman's, and young child's voice and verbalize why they sound different.	Pictures of a man, a woman, and a child can be put on the board. A tape recording of the voice of each singing a simple song is played. Children are asked how they sound different, which one's sound most alike -- and then identify the type of voice heard.	Picture of man, woman, child. Tape recording of different voices.	Teacher observes if children can tell the difference between the voices and can verbalize the characteristics of each.

WORK WORLD

Grade 4-5

Concept: Job specialization creates interdependency

Subject/Dept. Music

General Objective: (Str. & Nat. Fact.) Recognize that jobs are coordinated in the production of goods and performance of services.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will become aware of the need for all people to work together through listening to a recording, discussing the sound, and viewing a demonstration.	List all instruments commonly used in band and an approximate number you would find of each. Listen to a recording of a band selection and pick out spots in which certain instruments are more important. Discuss the importance of all players working together to achieve the best sound. a. how can one person spoil the group's sound? b. who is in charge of coordinating all the sound? Perhaps the band director could give a talk on the importance of this. Invite 3 junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, starting at different times, etc. and how it sounds when they do.	1. Recording of band selection - other than a march, if possible. 2. Band director 3. Instrument player 4. Junior high instrument players	Written paragraph on the necessity of band members working together.

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CAREER PLANNING AND PREPARATIO

Grade 4-5

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Infer. Cath. Factor) Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify qualities that may be an asset or a limitation in relation to a specific musical task.	Instrumental music teacher brings in a variety of horns and demonstrates embouchures which are an asset or a limitation in playing these instruments. Note: Stress the fact that although certain characteristics are helpful, they are not necessary for accomplishment in an area of interest. Students discuss other musical activities and related individual qualities that are helpful. What qualities are an asset to a music teacher what qualities are an asset to a tuba player what qualities are an asset to a piano player	Instrumental music teacher	The children will list qualities that may be an asset or a limitation in relation to a specific musical task.

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CAREER PLANNING & PREPARATION

Grade 5-6

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept. Music

General Objective: (Infor. Gath. Factors) Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will show awareness of the early training and experiences of musicians.	1. Group projects in class or the musical background and training. Suggest research on Bach, Beethoven, Haydn, Mozart, Handel, Brahms. 2. Class reports on backgrounds of musicians. Charts can be made for each composer showing the age and training received that pointed them toward their goal. Class discussion is held on decisions these musicians had to make early in life to attain their goal.	1. Bibliographies of musicians. 2. Encyclopedias	Teacher observation of students participation in research, reports, and class discussion of musicians backgrounds.

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WORK WORLD

Grade 5-6

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept. Music

General Objective: (Str. & Nat. Factor) Begin to understand that conditions created by organized groups and institutions affect the world of work. 1. Supply and demand. 2. Physical facilities. 3. Federal, state, and local legislation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will recognize a way in which demand is created for a musical job.	Look through newspapers for job openings in music, discuss findings. Discuss how many musically related jobs can a worker himself create the demand for? (composer, entertainer..) Discuss how a child of this age creates a demand for one of these people? (through record choices, concerts they attend...) Discuss how locality might influence type of job in demand in . . . 1. Indian Reservation 2. Large city 3. Farming Community 4. Latin American country	Newspapers	Through teacher observation of discussion. Children write a short paragraph on whether or not a musical job would be in demand in a given situation and why- or why not.

List of Free Material Resources Relating to Music in the Classroom

Buescher Chart of Musical Terms, maximum of 100 - Selmer Division of the Magnavox Co.
Box 310
Elkhart, Indiana 46514

Music Appreciation Chart, one free - King Musical Instruments
33999 Curtis Boulevard
Eastlake, Ohio 44094

Bundy Fun With Music Book, maximum 50 - Selmer Division of the Magnavox Co.
Box 310
Elkhart, Indiana 46514

Creative Approaches to School Music, one free - American Music Conference
332 So. Michigan Ave.
Chicago, Illinois 60604

Jack and Jill, maximum 50 - The Wurlitzer Co.
(funtime music book for younger children) Advertising Department
DeKalb, Illinois 60015

Songs of Stephen Foster, one free - 25¢ a copy after one - University of Pittsburgh
(enough for class, free if request is made on school stationery) Fletcher Hodges Jr. Curator
Foster Hall Collection
Pittsburgh, Pennsylvania 15213

The Piano in Today's Schools, maximum 50 - The Wurlitzer Co.
Advertising Department
DeKalb, Illinois 60015

Books on Music related to Career Planning for Grade 1 - 6

Gough, Catherine, Boyhoods of Great Composers, Walck, 1960

Greene, Carla, I Want to Be a Ballet Dancer, Childrens' Press, 1962

" " I Want to Be a Musician " " "

Slavita, Chana, Let's Go to a Ballet, Putnam, 1959

Sootin, Laura, Let's Go to a Concert, Putnam, 1960

Britten, Benjamin & Holst, Imogen, The Wonderful World of Music, Doubleday, 1960

Bolton, S. D. Lives of Poor Boys Who Became Famous, Crowell Co.

Haskell, Arnold Lionel, The Wonderful World of Dance, Doubleday, 1960

Posell, Elsa Z., This is an Orchestra, Houghton, 1950

Sterling, Monica, The Little Ballet Dancer, Hale, 1951

Ryndham, Lee, Ballet Teacher, Messner, 1956

Commins, Dorothy Berlines, All About the Symphony Orchestra and What It Plays, Random, 1961

Mirsky, Reba Palof, Mozart, Follett, 1960

Norman, Gertrude, First Book of Music, Watts, 1955

Radlauer, Ruth Shaw, Women at Work, Los Angeles: Malmont, 1959

Steiner, Charlotte, Kiki Dances, Garden City, N. Y., Doubleday, 1949

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LOCAL RESOURCE GUIDE

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
A Book of Astronauts Branley, Franklyn	Oshkosh Public Library	K-3	
A Day with Daddy Tresselt, Alvin	School Libraries	K-3	
A Trip in Space Rand McNally	" "	"	
Andy Astronaut Golden Press	" "	"	
At the Bank Rees, Eleanor	" "	"	
At the Post Office Schroeder, G. N. and Colonius, Lillian	" "	"	
Big Book A Continental Press Beilfus Press	" "	"	
Big Brother Zolotow, C.	" "	"	
"Come to Work With Us" Series - Sextant	Oshkosh Public Library	1-3	
Brave Boy Yashima	School Libraries	K-3	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Experimental Development Big Book B Benefic Press	School Libraries	K-3	
Family Helpers Children's Press Hoffman	School Libraries	"	
How Series - Unikits A, B, C Benefic Press	Franklin	K-2	
I Like To Be Del Geddes, Barbara	School Libraries	K-3	
I Want To Be - Series Green, Carla	" "	"	
If Everybody Did Stover, Jo Ann	" "	"	
In My Mother's House Clark, Ann	Oshkosh Public Library	"	
Johnny - The Clock Maker Ardizzone, Edward	School Libraries	"	
Just Me Ets, Marie Hall	" "	"	
Kid Brother Bein, Jerrold	" "	"	
Language for Daily Use Harcourt Brace 1968	School Text	2-5	
Let's Go to a Bank Scoolin, Laura	School Library	Primary	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Let's Go to the U.S. Mint Rosenfeld, Bernard	School Libraries	1-3	
Life-Time Books on Artists	Media Center - Central	"	
Lives of Poor Boys Who Become Famous	" " "	"	
Living as Neighbors Holt Urban Social Studies	" " "	2-4	
My Daddy Lost His Job Stull, Edith	" " "	"	
Neighbors at Work SRA	" " "	"	
Occupational Outlook Handbook - U. S. Dept. of Labor, 1970-71 Bulletin No. 1650	Guidance Department - West High	Teacher Resource	
Patty Paints a Picture Bannon, Laura	School Libraries	K-3	
Peiles New Suit Beskou, Elsa	" "	"	
People and their Actions Unit 2 and 3	Schools	Teacher Resource	
1001 Valuable Things You Can Get Free Weising	Media Center - Central	" "	
Otto The Auto Stories	" " "	K-3	Units on Safety

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Our Working World Manual SRA (See records)	Oakwood, Franklin Central Media Center	K-2	
People of Destiny Series Children Press	Oshkosh Public Library	K-3	
People and Their Action in Social Roles Prentice Hall, 1967	Media Center	K-4	
SRA Teacher's Handbook for Listening and Reading Labs. 1a, 1b, 1c	Franklin, Oaklawn Title I Schools	Teacher Resource 1-2	
Smallest Boy in the Class Beim, Jerrold	School Libraries	K-3	
Social Studies Concepts and Values Harcourt Brace	Media Center - Central	1-4	
The Social Sciences Harcourt Brace	" " "	1-3	
The True Book of Communication Miner	School Libraries	1-3	
The True Book of Money Elkin, Benjamin	" "	K-3	
The Very Little Boy Krasilovsky, P.	" "	"	
This is Music Allyn & Bacon	School Text	K-5	
Together We Sing Follett	Media Center - Central	"	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
You and Me MacMillian	School Libraries	K-3	
When I Grow Up Lenski, Lois	" "	"	
When I Grow Up Mace, May	Oshkosh Public Library	"	
Who Am I? Fabry, Sally	School Libraries	"	
While Susie Sleeps Schneider, Nina	" "	"	
FILMSTRIPS:			
"A Direction for Tomorrow" Series, Bowmar	Oshkosh Public Library	5	
"Community Workers and Helpers" SVE. (see records)	Green Meadow	K-3	
"Compassion for People" Bowmar (see tapes)	Oshkosh Public Library	4-5	
"I Want To Be....." Series (see records) Green, Carla	Oshkosh Public Library	K-3	
"Knowing Our School" Encyclopedia Brit.	EBC - Charlotte Krumm	K-3	
"Learning to Live Together" Encyclopedia Brit. (see records)	Green Meadow	1-3	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
FILMSTRIPS:			
"Living on Man's Earth" Series of 9 - No. 11880	Oshkosh Public Library	4-5	
"Man's Earth Home" Series of 8 - No. 11990 Encyclopedia Brit.	" " "	4-5	
"Me, Myself and I" Series 202AF - Eyegate (see records)	Lincoln	4-5	
Related filmstrips (refer . catalog)	Media Center - Central	K-5	
"Six Families in the United States" Encyclopedia Brit.	EBC - Charlotte Krumm	1-4	
FILMS:			
"What Do Father's Do?" Churchill-Wexler	Media Center - Central	K-3	
Related films (See catalog)	" " "	K-5	
RECORDS:			
Community Workers and Helpers. SVE Educ. Records (see filmstrips)	Green Meadow	1-3	
Daddy Comes Home Children's Record Guild	Media Center - Central	K-3	
Learning to Live Together (see filmstrips)	Green Meadow	1-3	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
RECORDS:			
Living With Others Series Part 1 and 2 SVE c. 1968	Franklin	1-5	
Me, Myself and I Eyegate. Series 202 A-F (see filmstrips)	Lincoln	4-5	
Our Working World SRA. (see books)	Franklin	1-2	
Young People's Records "When I Was Young" Children's Press	Media Center - Central	K-3	
TAPES:			
"Biological Tapes" Troll Assoc.	Media Center - Central	4-5	2 families out of home & job
"Compassion for People" Bowmar (see filmstrips)	Oshkosh Public Library	4-5	
"Living as Neighbors"	Media Center - Central	2-4	
Wollensak Teaching Tape No. C5700 (see catalog for other related tapes)	Franklin	1-3	
VIDEO TAPE:			
Paper Industry V30-H. Sony			

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
ADDITIONAL MATERIALS:			
Duso Kit American Guidance Co.	Media Center - Central	K-2	
Focus on Self Development Stage 1 - Awareness Stage 2 - Responding	" " "	K-3	
Peabody Kit No. 1, No. 2	School Media Centers	K-1	
STUDY PRINTS:			
"Community Workers and Helpers" Milton-Bradley	Franklin, Green Meadow	K-1	
"Discussion Pictures for Beginning" Harper & Row	Green Meadow	K-2	
"Investigating Man's World" Scott Foresman	Franklin	K-1	
"Our Community Helpers" A. J. Nystrom	School Media Centers	K-2	
"People and Their Needs" Laidlaw Bros.	Green Meadow	1-3	
Picture File	Oshkosh Public Library	K-5	
Singer SVE	Franklin	K-5	

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
NEW RESOURCES - December 1972			
Focus on Self Dev. Kit No. 5-3500	Contact Joseph Schrage 235-8750 or E. W. Marg 233-7000		
Junior Guidance Series No. 5-1070	"	"	"
Widening Occupational Roles Kit No. 5-2200 All from: SRA	"	"	"
Junior Sextant Series Sextant Systems, Inc.	"	"	"
Public Affairs Pamphlets Pub. Affairs Committee	"	"	"
"Telling Your Story on Employment Application" and "Your Job Interview" 35mm filmstrip Creative Services	"	"	"
Jobs for the 1970's U. S. Dept. of Labor	"	"	"
Specimen Set - Career Dev. Model Palmer Publications, Inc.	"	"	"
Job Opportunities Now - Group I (sound filmstrips) K612-SATC-Set of 6, 3 cassettes Singer/SVE	"	"	"
Foundations for Occupational Planning - K778-SA-Set of 5 (filmstrips) Singer/SVE	"	"	"

Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments

ADDITIONAL MATERIAL
RECOMMENDED BY COMMITTEE

Around the Neighborhood
Continental Press
Worksheets - Series 1 & 2

Career Games Laboratory
Educ. Progress Corp. c. 1970
(398 cards on careers - score pads)

Career Development Lab.
Tape Cassettes

Dollars and Sense
Troll Assoc. c. 1971 sound-filmstrips

Home and Community Helpers
Cook, David C. Study Prints

My Mother Has a Job
Eyegate House DW 400 A-F Series

Our World of Work
SRA Guidance Series
Record-filmstrips

What Will I Be?
Educational Communications
Sound-filmstrips

Why Do We--?
Eyegate House
Sound-filmstrips X-230 Series

Values Kit
Eyegate House c. 1971
X-238 Series A-F sound-filmstrips

DEFINITION OF TERMS
USED IN CAREER EDUCATION K-12

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

2. Adaptability - The quality of being able to adjust one's self to changing expectations within an occupation.

3. Adjustment - The process of personal modification which one must accept as part of the changing world.

4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand.

5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in behavior.

6. Avocational - An activity pursued in addition to one's work mainly for leisure (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

7. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

8. Career Development - A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

9. Career Development Process - A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

10. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

11. Chain of Command - Order of authority with respect to job positions.

12. Community - Body of individuals organized into a unit linked by common interests—(society at large - people in general.)

13. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

14. Conditions - Circumstances which exist as a result of modifying factors (for example: the unemployment rate and its relationship to government spending.)

15. Decision Making - Determination arrived at after consideration.

16. Decision Making Process - Act of deciding upon an occupational course of action in a systematic way.

17. D.O.T. - "Dictionary of Occupational Titles" - Comprehensive occupational information resource published by the U. S. Government.

18. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral intellectual and personal values.

19. Economic Structure - The arrangement of the economic components making up the free enterprise system (income earner, producer, consumer).

20. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

21. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

22. Employment Trends - General direction, development and movement of jobs which includes: (1) Whether workers are currently in demand; (2) Whether employment is expected to increase or decrease; (3) What the main factors are which can influence the growth and decline of the occupation.

23. Entry Level - The first job one assumes in an occupational area.

24. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

25. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives.

26. Extrinsic - The easily identifiable and extraneous features of occupations.

27. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements.

28. Frame of Reference - Viewing a particular item from a personal point of view.

29. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

30. Horizontal Mobility - Movement of an individual from one position to another within the same strata. (e. g. mason-painter).

31. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self fulfillment.

32. Industry - A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services, and sources of income.

33. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees.

34. Interdependency - Mutual dependence on one another.

35. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

36. Interplay - Mutual action or influence - describes a reciprocal relationship.

37. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

38. Job - Employment undertaken for remuneration involving specific duties.

39. Job Description - Descriptive statement of account giving properties of a particular job.

40. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

41. Job Family - Employment related through common enterprise. (example: food services)

42. Job Level - Position of a specific job based on achievement, importance and value.

43. Job Requirements - Specifics needed to satisfy a particular area of work.

44. Learning Activities - Those teaching strategies identified to implement topical areas.

45. Learning Outcomes - Those achieved knowledges obtained.

46. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology. It is that time which may be filled with activity which has its reward in doing rather than in the end product.

47. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.

48. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept.

49. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

50. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

51. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.

52. Occupational Fields - Areas of vocations in society.

53. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

54. Occupational Level - Position of an area of work based on achievement, importance and value.

55. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

56. Personal Needs - Relating to a particular person in a private manner—must be met through his occupational choice.

57. Phase - A stage or interval in a development or cycle.

58. Professional Occupations - Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation.

59. Psychological Demands - Components related to mind and emotions.

60. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

61. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

62. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc. so that a realistic decision and choice can be made.

63. Sequential - Used to describe the continuous and consecutive phases of the career development process.

64. Service Occupations - Work which meets the needs of the public.

65. Significant Adults - People who through effective interpersonal relationships influence the career choice of others.

66. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

67. Social Needs - Needs of society which are met through people working in occupations necessary for the sustinence of that society.

68. Specialization - Quality or state of being specialized for use or employment in special line of work.

69. Stage - Period or step in a process, activity or development.

70. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

71. Technology - Application of scientific principles to industry.

72. Topic - Specific teaching content which enables the implementation of stated objectives.

73. Values - Standard of judgment accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

74. Vertical Mobility - Movement between jobs considered to have different status.

75. Vocation - Implies a dedication or long term commitment with a high level of requirements, rewards and expectations.

76. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.

77. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

78. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

TEACHER WORKSHEET and EVALUATION FORM

Concept: _____

General Objective: _____

Behavioral Objective: _____

Reference to page _____ of guide.

Curriculum Consideration:

Suggested Activities:

Resource Materials:

Evaluation Procedures:

(Use this form for additions and/or corrections to the guide.)

EVALUATION OF RESOURCE MATERIALS

Title: _____

Supplier: _____

_____
Street and Number

_____
City and State Zip Code

Cost: $_____

Grade Recommendation or
Curriculum Consideration _____

Evaluation: ☐ Ex. ☐ V.G. ☐ Satis. ☐ Poor

Recommendation:

☐ Get it

☐ Rent it

☐ We have it

_____ In our School Resource Ctr.

_____ In Central Resource Center

☐ Forget it!

Comments: _____

_____

_____